

A STUDY OF THE RECORD AND REPORT
FORMS IN TWENTY FIVE JUNIOR HIGH SCHOOLS
OF KANSAS, 1927

By

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A STUDY OF THE RECORD AND REPORT FORMS
USED IN TWENTY-FIVE
JUNIOR HIGH SCHOOLS OF KANSAS, 1927

CHAPTER I
INTRODUCTION

In the Bureau of Education Bulletin¹, 1927, number 39, of the United States Department of the Interior, it is shown that the value of public school property has increased from \$4,252,328,000 to \$4,676,603,539 during the period 1925 to 1926. The average value of school property per pupil enrolled in 1926 was \$189.

The cost² of public schools per capita of average daily attendance, in 1913, was \$38.31; in 1918 it had increased to \$49.12; in 1920 to \$64.16; in 1922 to \$85.76; and in 1926 to \$102.05. The cost per capita since 1920 has almost doubled.

As early as 1920, compulsory³ school attendance laws of some type were on the statutes in every state of the Union. The upper age limit of compulsory school attendance laws has been raised to eighteen years in several states. The length of the school year has increased from 130 days

¹Department of the Interior, Bureau of Education Bulletin, 1927; No. 39, Government Printing Office, Washington, D. C., p. 22.

²Ibid., p. 6.

³Department of the Interior, Bureau of Education, Bulletin, 1924, No. 13, p. 4-5-6.

in 1880 to 162 days in 1920⁴. From 1870 to 1920 the percentage of the school population, 5 to 18 years of age, enrolled in the public schools increased from 61.5 to 77.8. Seven times as great a proportion of our total population was attending high school in 1920 as was attending high school in 1890.

The curriculum of our public schools has expanded from a few tool subjects - reading, writing, spelling and numbers - until now it includes many phases of work of which the following are a fair sampling; vocational courses; night schools; special schools for the misfits; service of physicians, nurses, dentists, and guidance experts; supervised play; free lunches and free text books⁵.

The desired minimum education for the masses of the people now seems to be four years of high school where formerly a grade school education was the goal.

The standards for teachers have been rising until, now, many states have fixed the desired minimum of preparation at four years beyond the high school.

The foregoing facts suggest a tremendous increase in school expenditures, school enrollment and professional preparation of the teaching personnel. In this age of scientific teaching and investigating, testing and measuring, the transferring of pupils from one school to

⁴Ibid., p. 4-5-6.

⁵Ibid., p. 4-5-6.

another and the necessary evaluating of their work, facts and figures must be carefully considered. Without proper and sufficient records this would be next to impossible.

The Importance of Records

"The time has come, however, when the enthusiasm of the reformer must yield to the sober evaluation of the critic"⁶.

"The best interests of education demand that there should be adequate and uniform methods and forms of collecting and recording statistics of schools of all kinds in all the States, cities, and rural districts of the Union"⁷.

"In spite of the large amount of work by associations, committees, and individuals, educational records are still so poorly kept, and the accounting for the individual child is so vague that even in progressive states it is hardly possible to transfer a child from country to city, from north to south, without having the individual transferred lose through the transaction. State and city superintendents are awake to this condition today as never before and are interested in its elimination. The immediate need is for the development of a simple technique in child accounting, theoretically sound, and simple to administer"⁸.

⁶Barber, Harry C., Junior High School Mathematics, Book 8, p. iii, 1927, Houghton Mifflin Co., Chicago, Ill.

⁷Claxton, P. P., Report of the Committee on Uniform Records and Reports, U. S. Bureau of Education Bulletin, 1912; No. 3, p. 5, Government Printing Office, Washington, D. C.

⁸Moehlman, Arthur B., Child Accounting, p. 26, Courtis Standard Tests, Friesema Bros. Press, Detroit, 1924.

"The conservation and development of the intellectual resources of a state can be secured only by means of an equally well planned system of recording and reporting concerning those age groups of the entire population which are affected by the compulsory attendance and education laws"⁹.

"Convenient individual records of achievement and progress are needed for the pupils. Practically all methods of making school records are in need of radical revision"¹⁰.

"Since so much of constructive school administration and of effective teaching depends upon information about the pupil, it is necessary, for the purpose of saving time alone, to record as much of such information as is susceptible of symbolic expression in a form which is easily accessible"¹¹.

"The keeping of adequate school records and the making of proper reports is an important phase of school administration"¹².

"A system¹³ of records is needed which will bring immediately to the attention of the teacher those facts which are pertinent to a better understanding of each pupil

⁹Strayer, George D., and Engelhardt, N. L., *The Classroom Teacher*, p. 274, American Book Co., Chicago, Ill.

¹⁰Boraas, Julius, *Teaching to Think*, p. 258, Macmillan Co., New York, 1922.

¹¹Morrison, H. C., *The Practice of Teaching in the Secondary School*, p. 645-646, University of Chicago Press, Chicago, 1926.

¹²Andersen, William N., *Manual for School Officers*, p. 360, Century Co., New York, 1925.

¹³Heck, A. O., *A Study of Child-Accounting Records*, The Ohio State University, Bureau of Educational Research, Monograph No. 2, p. 19, Columbus, Ohio, 1925.

of the group. The data secured by one teacher may thus become available for the use of the next. These data demand an individual cumulative recording system. These records should follow the pupil from school to school and should be in the immediate charge of the teacher with whom the child is enrolled. This point is important. The teacher is responsible for the child's progress. His reactions to certain school situations are dependent upon his past experience and upon his native ability. A knowledge of his past experiences makes it possible for the teacher so to control school situations that an approach to the maximum of growth on the part of the child can be attained. Such a recording system, moreover, saves the conscientious teacher an enormous amount of labor. . . . We have need of an accurate continuing census and child records kept in such a manner that we may know whether every boy and girl is making the best use of his or her opportunities for an education"¹⁴.

"Employers are coming to insist on having the whole school record of the boy before giving him a position. In passing to high schools the facts pertaining to earlier school life are desirable. A scientific guidance plan -

¹⁴Johnson, T. C., A State System of Uniform Child Accounting (Report of the Committee on Uniform Child Accounting and Unit Cost - for the Michigan State Teacher's Association), Bulletin No. 3, p. 3, Lansing, Michigan, 1924.

educational and vocational - is impossible without them. The forms used, the type of data collected, and the way in which data are kept are also a good index to the business ability of the head of the school"¹⁵.

¹⁵Almack, J. C., and Bursch, J. F., The Administration of Consolidates and Village Schools, p. 67, Houghton Mifflin Co., Chicago, Ill., 1925.

CHAPTER II

RELATED STUDIES

A careful survey of the literature in the field of child accounting reveals many studies of school systems as a whole and some of high schools, but practically none of them have been limited to the junior high school division. This may be due, in part, to the comparative recency of the junior high school movement, but it seems evident that here is a need for a unique type of pupil accounting.

The Report of the Committee of the National Education Association on Uniform Records and Reports¹, is one of the most important studies made in this field. This survey found a great lack of uniformity in child accounting practice in the various cities, counties, and states of the United States; it also found that under present practice the statistics gathered as school data not only are not comparable, but also are very unreliable and misleading. This report points out vividly the great need of uniformity of pupil accounting practice. A rather complete set of forms is outlined in order that schools throughout the nation might furnish comparable figures as a basis for reliable statistics.

¹Department of the Interior, United States Bureau of Education, Bulletin, 1912, No. 3, Government Printing Office, Washington, D. C.

Among other things, Snedden and Allen found in their study² that many school records often omit vital questions.

1. What is the cost of medical inspection, and what for each unit of work?
2. What is the cost of special subjects per pupil benefited?
3. What are the causes of pupil failure, etc.?

They also state that, frequently, forms are burdened with unnecessary data, which are scattered and unclassified, thus causing an economic loss of time and energy on the part of the recorder. Enrollment facts, number of transfers, number of truants, average attendance, and the like, are closely related, yet are seldom recorded together.

Strayer and Engelhardt have worked out perhaps the most complete and scientific set of record and report forms³ for child accounting now available for cities of 100,000 population or less. A careful analysis of record and report forms of many school systems was made a basis for determining what should be included. Every phase of pupil accounting is considered and provided for to a large degree. A score card of standards of unusual merit whereby a system of school records may be ranked is presented.

²Snedden and Allen, *School Reports and School Efficiency*, Macmillan Co., New York, 1908.

³Strayer, George D., and Engelhardt, N. L., *School Record Series*, C. F. Williams and Son, Inc., Albany, New York, 1920.

Hutchinson's⁴ investigation of the school records of thirty-eight cities attempted to determine standard units of costs of public education. He discovered at least five serious defects in the pupil accounting systems:

1. "No attempt is made to account for revenue accruing and expense incurred for education during any given period, accounts being kept so as to show only receipts and expenditures".
2. "There is no attempt to distinguish expenditures for maintenance from expenditures for capital outlay".
3. "No city obtains the total expenditures for each kind of school".
4. "No city obtains the total expended for each character of expenditure, so that it is impossible to learn the totals spent for administration, supervision, instruction, operation, maintenance, and capital outlay".
5. "There is no common classification of objects of expenditures, by which may be described the expenditures for all schools, for each kind of school, and for each character of expenditure".

⁴Hutchinson, J. H., School Costs and School Accounting, Teachers College, Columbia University, New York City, 1914.

He points out that the school administrative officers, in the cities studied, exercise practically no administrative control over the financial details of their business. A suggested set of accounting forms is presented whereby he thinks many of the existing defects may be alleviated, especially the ones mentioned above.

Moehlman studied the conditions of child accounting in Detroit and other cities of Michigan⁵ with a view to developing better accounting practices. He points out the need of the city, the county and the state for adequate, uniform records for pupil accounting. He recommends a unified plan for collecting, tabulating and reporting pertinent school data along with a set of record and report forms which have been carefully worked out through actual practice in the schools of Michigan. The plan provides for a very simple, yet very complete accounting. The "master or family" card is just one of the excellent features about this set of forms. It permits greater ease in locating individuals in large districts and provides information regarding several children of the same family.

At the request of many school superintendents of Michigan, who felt a great need for better pupil accounting records, the Committee on Uniform Child Accounting and Unit Costs⁶ of the Michigan State Teachers' Association worked out a set of child accounting forms. This was submitted to

⁵Moehlman, Arthur B., Child Accounting, Friesema Bros. Press, Detroit, Michigan, 1924.

the superintendents and county commissioners of the state of Michigan. The set consisted of nineteen different forms with several sub-divisions beginning with the school census report and continuing to high school graduation.

The most important suggestions of the above study are:

1. A development of a continuing school census for the entire state.
2. A uniform marking system from the kindergarten through the university.
3. A cumulative individual record card combining at once the scholastic, psychological, and health records of a child from the kindergarten through the high school.
4. A uniform transfer record for the entire state.

Irwin⁷ emphasizes the paramount need of reliable office forms for a small high school. He compared the ponderous volumes found in one grade school with a card filing system in use in a small high school. In the former, it was found that at least 80 pages were required to record the work of one pupil for one year, whereas, in the latter, a simple card filing system at much less expense and time would carry the same data.

⁶Committee on Uniform Child Accounting and Unit Costs, A State System of Uniform Child Accounting, Michigan State Teachers' Association, Bulletin, No. 3, Lansing, Michigan, 1924.

⁷Irwin, Eugene J., Office Records in the Small High School, The American School Board Journal 68, No. 4:58, p. 137-138, April, 1924.

In 1923 Heck⁸ made an investigation of the data recorded for school children in 78 per cent of the cities of the United States having a population of more than one hundred thousand; 73 per cent of the cities in Ohio under one hundred thousand; and 53 per cent of the exempted villages in Ohio, with a view to evaluating the data. A few of his general conclusions and specific recommendations are the following:

1. School men and women do not have a clearly defined attitude regarding the keeping of records.
2. 1515 different items were actually found recorded in the records examined, of which only 98 had a frequency of twenty-five or more. Only 187 items are needed and but 35 of these were required twenty-five times or more to make the state reports of forty-four states in the Union.

General Recommendations

1. "Teacher training institutions should offer a definite course in child accounting.
 - a. It should provide data which would make possible for every student a clear cut, definite philosophy of child accounting.

⁸Heck, A. O., A Study of Child-Accounting Records, Ohio State University, Columbus, Ohio, 1925.

2. The present status of the actual records kept and the items recorded should be understood.
3. Certain principles governing the records to be kept and the items to be recorded should be developed.
4. Based upon such principles certain types of forms and certain kinds of items should be suggested".

One Specific Recommendation

1. "School membership" or "number belonging" is pointed to as a problem of national importance, requiring national uniformity, if we would have comparable data.

A few of the discoveries made through the efforts of Ganders⁹ in studying the child accounting records of fifteen cities, are:

1. "There is an unjustifiable variation in the types of pupil accounting forms.
2. Existing school accounts lack permanence.
3. Gross inefficiency (results) from dual systems of accounts
4. The cumulative feature is lacking in such records as permanent pupil records, the budget, building records, and the like.

⁹Ganders, H. S., A System of School Records and Reports for Smaller Cities, Colorado State Teachers College, Educational Series No. 1, Greeley, Colorado, 1926.

5. There are gross omissions such as a total lack of entire phases of school accounting"¹⁰.

This study attempted, through an examination of school record and report forms, to establish the specific forms and items which should be included in a system for cities from 5000 to 15,000 population.

In 1926, the Commission on Standard Blanks¹¹ studied about two hundred and fifty permanent record forms gathered from representative secondary schools in different parts of the country.

Two hundred and thirty-seven different items were discovered and submitted to sixty competent judges for ranking during the year 1927.

In the early part of 1928, two tentative forms of permanent records were submitted by this body to the same judges who cooperated in the ranking of items mentioned previously, for suggestions or criticisms. The results are not in final form, but this move should do much toward creating uniform practices of child accounting in this particular field.

The McAllister-Otis Child Accounting Practice Manual, published in 1927, sets up three objectives¹² for child

¹⁰Ibid., p. 29.

¹¹Bulletin of the National Association of Secondary School Principals, Berwyn, Illinois, Bulletin No. 20, March, 1928, p. 166-177.

¹²McAllister-Otis, Child Accounting Practice, World Book Co., Chicago, Illinois, 1927, p. V.

accounting.

1. "To make it easier for the superintendent, the principal, and the teacher to keep each individual pupil clearly in mind, especially with regard to how well the school is contributing to the pupil's educational welfare.
2. To provide a practical child accounting technique.
3. To make the child accounting serve as a more valuable and a more easily used agency in school administration."

They propose a system of eleven loose-leaf forms, 5, 5-8 inches by 11 inches, which may be kept in a loose-leaf binder, or filed in a standard letter file. This system is proposed for public schools in general.

CHAPTER III

SPECIFIC PROBLEM AND METHOD OF PROCEDURE

PROBLEM

The primary problem is: (a) to make a study of the junior high school record and report forms, used for pupil accounting, in twenty-five representative Kansas junior high schools; (b) to discover the pupil accounting factors provided for in these forms; (c) to discover the physical properties of these forms.

The secondary problem is: to construct a set of forms for use in junior high schools having an enrollment approximately equal to that of the median junior high school of this study.

METHOD OF PROCEDURE

Selection of the Problem

The problem was at first tentatively selected for study. The next step was to make a survey of the card files of the literature pertaining to this field. This step was taken with a view to discovering whether or not this particular study had previously been accomplished. No record of special work in this field was found. The task was then undertaken with the assurance that it was not duplicating anything that had been done before.

Tentative Selection of Schools and Collection of Data

There are few¹ recognized junior high schools² in the third class cities of Kansas. Only forty-two³ were recognized as such in 1927⁴ by the State Board of Education, in first and second class cities. Therefore it was decided, arbitrarily, that this study should include twenty-five junior high schools selected from cities of the first, second and third classes, operating under a three year plan of organization.

The Kansas Educational Directory⁵ for the school year 1926-1927 was used as a reference in the selection of schools for this study. Of the eleven first class cities listing junior high schools under the six-three-three plan of organization, twelve schools were chosen, including one state school⁶. From the twenty-one second class cities, nineteen were selected; and from among the third⁷ class cities, two were taken.

¹Eleven.

²"The junior high school, consisting of the first two or first three years immediately following the first six years of school instruction, shall have its work departmentalized, similar to the senior high school, and its curriculum differentiated." State Board of Education: meeting of November 8, 1927.

³Data from the list compiled by the State Superintendent's office, Topeka, Kansas.

⁴Latest available report at time of collecting these data.

⁵p. 29-32.

⁶Selected arbitrarily.

⁷Follow up responses revealed the organization to be in opposition to the requirement in the foregoing pages of this study.

To the junior high school principals of these schools a form letter⁸ was addressed, asking them to cooperate by sending samples of their pupil accounting forms. Twenty-five of these letters were sent out in the spring of 1927; eight in October of the same year.

Twelve different sets of forms were received from junior high schools in cities of the first class, sixteen from junior high schools in cities of the second class, and one from a junior high school in a city of the third class. Follow up letters⁹ were sent to the cooperating schools, asking for a verification of their organization.

Following is the list of principals who responded, together with the name of the city, county and school in which they were principals during the times in which the above requests were made:

First Class Cities in Kansas

City	County	Junior High School	Principal
Atchison	Atchison	Ingalls	C. O. Wright
Coffeyville	Montgomery	Roosevelt	J. H. Benefiel
Fort Scott	Bourbon	Fort Scott	L. R. Hiatt
Hutchinson	Reno	Liberty	J. W. Jarrott
Kansas City	Wyandotte	Argentine	J. C. Harmon
Leavenworth	Leavenworth	Leavenworth	O. R. Young
Parsons	Labette	West Parsons	E. W. Reynolds
Pittsburg	Crawford	College Training	W. E. Matter
Pittsburg	Crawford	Lakeside	P. O. Briggs
Salina	Salina	Roosevelt	A. R. Baldwin
Wichita	Sedgwick	Theodore Roosevelt	G. C. Doutzour

⁸See form letter 1, Appendix B, p. 97.

⁹See form letter 2, Appendix B, p. 98.

Second Class Cities in Kansas

Arkansas City	Cowley	Arkansas City	Harold Loucks
Dodge City	Ford	Dodge City	A. B. Calloway
El Dorado	Butler	El Dorado	C. R. Edwards
Fredonia	Wilson	Fredonia	H. C. Hunt (Supt.)
Frontenac	Crawford	Washington	Margaret Monahan
Holton	Jackson	Holton	L. H. Caldwell
Independence	Montgomery	Independence	E. R. Stevens
Iola	Allen	Iola	A. E. Garrison
Junction City	Geary	Junction City	G. E. Patterson
Lawrence	Douglas	Lawrence	J. E. Stonecipher
Liberal	Seward	Liberal	J. R. Van Buskirk
Pratt	Pratt	Pratt	A. W. Glad
Sterling	Rice	Sterling	F. Baldwin
Wellington	Summer	Wellington	G. J. Newman

After the twenty-five schools had been tentatively selected for study, they were checked against the list of the fifty-three junior high schools, mentioned previously, which were recognized by the State Board of Education of Kansas. All but three¹⁰ of those selected were found to be on this list of recognized schools. Correspondence with the principals of these three schools established their organization as sound for this study.

Validating the Sampling

Following is a comparative tabulation showing the population of the cities for March 1, 1927, the enrollment of pupils, and the number of teachers for September, 1927, in the junior high schools selected for investigation, with those of the first and second class cities recognized by the State Board of Education of Kansas.

¹⁰West Parsons Junior High School, Parsons, Kansas.
Lakeside Junior High School, Pittsburg, Kansas.
Sterling Junior High School, Sterling, Kansas

TABULATION W

Junior High Schools Included in This Study

Selected From:

First Class Cities

City	Junior High School	Enroll- ¹¹ ment	No. ¹² Teach-ers	Popula- ¹³ tion 3-1-'27.
Atchison	1. Ingalls	438	10	15,116
Coffeyville	2. Roosevelt	745	29	19,648
Fort Scott	3. Fort Scott	500	10	12,416
Hutchinson	4. Liberty	594	22	26,810
Kansas City	5. Argentine	450	22	117,751
Leavenworth	6. Leavenworth	495	22	20,749
Parsons	7. West Parsons	360	16	16,280
Pittsburg	8. College Training	71	7	20,717
Pittsburg	9. Lakeside	430	17	
Salina	10. Roosevelt	827	19	16,286
Wichita	11. Theodore Roosevelt	1068	35	99,651

Second Class Cities

12. Arkansas City	Arkansas City	871	28	14,052
13. Dodge City	Dodge City	481	17	7,653
14. El Dorado	El Dorado	622	23	10,206
15. Fredonia	Fredonia	265	15	3,966
16. Frontenac	Washington	161	5	3,176
17. Holton	Holton	155	8	2,675
18. Independence	Independence	712	27	13,976
19. Iola	Iola	465	14	7,354
20. Junction City	Junction City	381	18	6,497
21. Lawrence	Lawrence	667	29	13,856
22. Liberal	Liberal	288	12	3,494
23. Pratt	Pratt	323	9	5,440
24. Sterling	Sterling	158	7	1,901
25. Wellington	Wellington	450	14	7,765

¹¹Educational Directory, Department of Education, Kansas, 1927, p. 48-51.

¹²Ibid., p. 48-51.

¹³Kansas Facts, Executive Department, Ben. S. Paulen, Governor, 1927, p. 140-141.

Third Class Cities¹⁴

TABULATION X

Junior High Schools Recognized by the
State Board of Education From:

First Class Cities

City	Junior High ¹⁵ School	Enroll- ¹⁶ ment	No. ¹⁷ Teach- ers	Popula- ¹⁸ tion 3-1-'27
Atchison	1. Ingalls	438	10	15,116
Coffeyville	2. Roosevelt	745	29	19,648
Fort Scott	3. Fort Scott	500	10	12,416
Hutchinson	4. Liberty	594	22	26,810
	5. Sherman		25	
Kansas City	6. Argentine	450	22	117,751
	7. Rosedale		22	
Leavenworth	8. Leavenworth	495	22	20,749
Parsons	9. East Junior	360	17	16,280
Pittsburg	10. College Training	71	7	20,717
Salina	11. Theodore Roosevelt	827	19	16,286
Topeka	12. Boswell	473	15	60,455
	13. Lincoln	337	13	
	14. Oakland	141	8	
	15. Quincy			
	16. Roosevelt	405	14	
Wichita	17. Alexander Hamilton	688	26	99,651
	18. Central			
	19. Intermediate	880	23	
	20. James Allison	733	23	
	21. Theodore Roosevelt	1068	35	

¹⁴Omitted because data received were not adequate.

¹⁵Recognized by the State Board of Education for the school year, 1926-1927.

¹⁶State Educational Directory, op. cit., p. 29-31.

¹⁷State Educational Directory, op. cit., p. 29-31.

¹⁸Kansas Facts, Executive Department, Ben. S. Paulen, Governor, 1927, p. 140-141.

Second Class Cities

22.	Arkansas City	Arkansas City	871	28	14,052
23.	Bonner Springs	Bonner Springs	77	3	2,274
24.	Chanute	Chanute	485	19	9,554
25.	Dodge City	Dodge City	481	17	7,653
26.	El Dorado	El Dorado	622	23	10,206
27.	Emporia	Lowther	608	27	13,242
28.	Fredonia	Fredonia	265	15	3,966
29.	Frontenac	Washington	161	5	3,176
30.	Garden City	Andrew Sabine	302	11	3,950
31.	Holton	Holton	155	8	2,675
32.	Horton	Horton	138	4	4,200
33.	Independence	Independence	712	27	13,976
34.	Iola	Iola	465	14	7,354
35.	Junction City	Junction City	381	18	6,497
36.	Lawrence	Lawrence	667	29	13,856
37.	Liberal	Liberal	288	12	3,494
38.	McPherson	Park	261	12	4,122
39.	Manhattan	Manhattan	596	19	10,801
40.	Neodesha	Neodesha	341 [#]	11 [#]	3,662
41.	Pratt	Pratt	323	9	5,440
42.	Wellington	Wellington	450	14	7,765
43.	Winfield	Winfield	532	23	11,287

Third Class Cities¹⁹

That the schools selected for this study are fairly representative of the junior high schools of Kansas may be seen from a study of the data in Tables I to XII.

[#]Data furnished in personal letter, March 9, 1928.

¹⁹Data omitted because third class city schools are not included in previous list.

TABLE²⁰ I

Number of Pupils Enrolled in Junior High Schools
in Cities of the First Class Included in This Study,
September, 1927

Number of Enrollment	Frequency
1001 - 1100	1
901 - 1000	0
801 - 900	1
701 - 800	1
601 - 700	0
501 - 600	1
401 - 500	5
301 - 400	1
201 - 300	0
101 - 200	0
0 - 100	1
Total	11
The Median School Enrollment is 471 The Range is 50 to 1050	

From the data of Table I may be seen the frequencies, the median and the range of school enrollment in the schools of this study located in first class cities in Kansas. The median school enrollment is 471; the range, 50 to 1050.

²⁰Data from p. 20.

TABLE²¹ II

Schools of This Study Located in First Class Cities
 Number of Teachers Employed by the Median Junior
 High School in Cities of the First Class
 Included in This Study

Number of Teachers	Frequency
32 - 35	1
28 - 31	1
24 - 27	0
20 - 23	3
16 - 19	3
12 - 15	0
8 - 11	2
4 - 7	1
Total	11

The Number of Teachers Employed by the Median School is 19.33
 The Range is 5.5 to 33.5

The data of Table II show the frequencies of the number of teachers employed, the number of teachers employed by the median school, and the range. The number of teachers employed by the median school is 19.33. The range is 5.5 to 33.5. These data cover schools of this study located in first class cities in Kansas.

²¹Data from p. 20.

TABLE²² III

Population of the Median First Class City
 In Which Junior High Schools Included in
 This Study Are Located

Population Per City	Frequency
117,001 - 122,000	1
112,001 - 117,000	0
107,001 - 112,000	0
102,001 - 107,000	0
97,001 - 102,000	1
92,001 - 97,000	0
87,001 - 92,000	0
82,001 - 87,000	0
77,001 - 82,000	0
72,001 - 77,000	0
67,001 - 72,000	0
62,001 - 67,000	0
57,001 - 62,000	0
52,001 - 57,000	0
47,001 - 52,000	0
42,001 - 47,000	0
37,001 - 42,000	0
32,001 - 37,000	0
27,001 - 32,000	0
22,001 - 27,000	1
17,001 - 22,000	3
12,001 - 17,000	4
Total	10

The Population of the Median First Class City is 18667.67
 The Range is 14,500 to 119,500.

²²Data from p. 20.

The data of Table III present the population of the first class cities in which 11 schools of this study are located; also the population of the median first class city and the range. The population of the median first class city is 18667.67. The range is 14,500 to 119,500.

TABLE²³ IV

Junior High Schools of First Class Cities in Kansas.

Recognized by the State Board of Education, 1927

Enrollment of the Median Junior High School

in Cities of the First Class in Kansas.

(Only junior high schools recognized by the State Board of Education in 1927 are included.)

Enrollment Per School	Frequency
1001 - 1100	1
901 - 1000	0
801 - 900	2
701 - 800	2
601 - 700	1
501 - 600	1
401 - 500	6
301 - 400	2
201 - 300	0
101 - 200	1
0 - 100	1
Total	17

The Enrollment of the Median Junior High School is 476
The Range is 50 to 1,050

²³Data from p. 21.

The data of Table IV present the range, the frequencies of pupil enrollment and the enrollment of the median junior high school recognized by the State Board of Education, in the year 1927, located in first class cities, in Kansas. The enrollment of the median junior high school is 476. The range is 50 to 1,050.

TABLE²⁴ V

Junior High Schools of First Class Cities in Kansas

Recognized by the State Board of Education, 1927.

Number of Teachers Employed by the Median Junior High School

Recognized by the State Board of Education, 1927,

and Located in Cities of the First Class

Number of Teachers Employed	Frequency
32 - 35	1
28 - 31	2
24 - 27	2
20 - 23	5
16 - 19	2
12 - 15	3
8 - 11	3
4 - 7	1
Total	19

The Number of Teachers Employed by the Median Junior High School is 20.4
The Range is 5.5 to 33.5

²⁴Data from p. 21.

The data of Table V show the frequencies of the number of teachers employed, the number of teachers employed by the median school, and the range for the schools recognized by the State Board of Education, in 1927, located in first class cities in Kansas. The number of teachers employed by the median school is 20.4. The range is 5.5 to 33.5.

TABLE²⁵ VI

Junior High Schools of First Class Cities in Kansas
Recognized by the State Board of Education, 1927.
Population of the Median First Class City in Which
Junior High Schools Recognized by the State Board
of Education, for the year 1927, are located.

Population Per City	Frequency
117,001 - 122,000	1
112,001 - 117,000	0
107,001 - 112,000	0
102,001 - 107,000	0
97,001 - 102,000	1
92,001 - 97,000	0
87,001 - 92,000	0
82,001 - 87,000	0
77,001 - 82,000	0
72,001 - 77,000	0
67,001 - 72,000	0
62,001 - 67,000	0
57,001 - 62,000	1
52,001 - 57,000	0
47,001 - 52,000	0
42,001 - 47,000	0

²⁵ Data from p. 21.

TABLE VI - Continued

37,001 - 42,000	0
32,001 - 37,000	0
27,001 - 32,000	0
22,001 - 27,000	1
17,001 - 22,000	3
12,001 - 17,000	4

Total

11

The Population of the Median City is 19,501
The Range is 14,500 to 119,500

The data of Table VI present the population of the first class cities, in which 21 of the junior high schools, recognized by the State Board of Education, for the year 1927, are located; also the population of the median first class city and the range. The population of the median first class city is 19,501. The range is 14,500 to 119,500.

Comparing the data of Table I with those of Table IV, it may be seen that the median of the former is but five points below that of the latter. The ranges are the same in both tables.

If we compare the data of Table II with those of Table V, we find the median of the former 1.07 points below that of the latter. The ranges are the same in both tables.

When the data of Table III are contrasted with those of Table VI, the median of the former is found to be 833.33 points below the median of the latter. The ranges are the same in both tables.

A study of the facts of the three previous paragraphs, reveals no significant differences between the enrollment, number of teachers employed, and the population of the first class cities, in which are located the junior high schools used for this study, and the corresponding items for those junior high schools, located in first class cities, which were recognized by the State Board of Education, for the same year. Therefore one may conclude that the junior high schools selected for study in first class cities in Kansas are representative.

TABLE²⁶ VII

Enrollment of Schools of this Study Located in
Second Class Cities, in Kansas.
Number of Pupils Enrolled by the Median School
of Junior High Schools Located in
Cities of the Second Class

Enrollment Per School	Frequency
801 - 900	1
701 - 800	1
601 - 700	2
501 - 600	0
401 - 500	3
301 - 400	2
201 - 300	2
101 - 200	3
Total	14

TABLE VII - Continued

The Enrollment of the Median School is 401
 The Range is 150 to 850

The data of Table VII show the number of pupils enrolled in the median junior high school of 14 schools located in second class cities in Kansas; also the range in pupil enrollment. The number of enrollment in the median junior high school is 401. The range is 150 to 850.

TABLE²⁷ VIII

Junior High Schools of This Study Located in
 Second Class Cities in Kansas.

Number of Teachers Employed by the Median Junior High
 School of 14 Junior High Schools in Kansas, 1927

Number of Teachers Employed Per School	Frequency
28 - 31	2
24 - 27	1
20 - 23	1
16 - 19	2
12 - 15	4
8 - 11	2
4 - 7	2
Total	14

The Number of Teachers Employed by the Median School is 15
 The Range is 5.5 to 29.5

²⁶Data from p. 20.
²⁷Data from p. 20.

The data of Table VIII show the frequencies of the number of teachers employed, the number of teachers employed by the median school, and the range. The number of teachers employed by the median school is 15. The range is 5.5 to 29.5. These data cover junior high schools of this study located in second class cities, in Kansas.

TABLE²⁸ IX

Junior High Schools of This Study Located in
Second Class Cities in Kansas.

Population of the Median Second Class City in Which the
Junior High Schools of This Study Are Located

Population Per City	Frequency
14,001 - 15,000	1
13,001 - 14,000	2
12,001 - 13,000	0
11,001 - 12,000	0
10,001 - 11,000	1
9,001 - 10,000	0
8,001 - 9,000	0
7,001 - 8,000	3
6,001 - 7,000	1
5,001 - 6,000	1
4,001 - 5,000	0
3,001 - 4,000	3
2,001 - 3,000	1
1,001 - 2,000	1
Total	14

The Population of the Median City is 7,001
The Range is 1,500 to 14,500

The data of Table IX present the population of the second class cities in which schools of this study are located; also the population of the median second class city and the range. The population of the median second class city is 7001. The range is 1,500 to 14,500.

TABLE²⁹ X

Junior High Schools of Second Class Cities, in Kansas,
Recognized by the State Board of Education, in 1927.
Number of Pupils Enrolled in the Median Junior High School
in Cities of the Second Class in Kansas.
(Only junior high schools recognized by the State Board of
Education, in 1927, are included.)

Enrollment Per School	Frequency
801 - 900	1
701 - 800	1
601 - 700	3
501 - 600	2
401 - 500	4
301 - 400	4
201 - 300	3
101 - 200	3
0 - 100	1
Total	22

The Median School Enrollment is 401
The Range is 50 to 850

²⁸Data from p. 20.
²⁹Data from p. 22.

The data of Table X present the range, the frequencies of pupil enrollment and the enrollment of the median junior high school recognized by the State Board of Education, in the year 1927, located in second class cities in Kansas. The enrollment of the median school is 401. The range is 50 to 850.

TABLE³⁰ XI

Junior High Schools of Second Class Cities, in Kansas,
 Recognized by the State Board of Education, in 1927.
 Number of Pupils Enrolled in the Median Junior High School,
 Recognized by the State Board of Education, in 1927,
 Located in Cities of the Second Class

Number of Teachers	Frequency
32 - 35	1
28 - 31	2
24 - 27	2
20 - 23	1
16 - 19	4
12 - 15	5
8 - 11	4
4 - 7	2
0 - 3	1
Total	22
The Median Teacher Number is 15.2	
The Range is 1.5 to 33.5	

³⁰Data from p. 22.

The data of Table XI show the frequencies of the number of teachers employed, the number of teachers employed by the median school, and the range, for the schools recognized by the State Board of Education, in the year 1927, located in second class cities, in Kansas. The number of teachers employed by the median school is 15.2. The range is 1.5 to 33.5.

TABLE³¹ XII

Junior High Schools of Second Class Cities, in Kansas,
Recognized by the State Board of Education, in 1927.
Population of the Median Second Class City, in Which
Junior High Schools, Recognized by the State Board of
Education, for the Year 1927, Are Located

Population Per City	Frequency
14,001 - 15,000	1
13,001 - 14,000	3
12,001 - 13,000	0
11,001 - 12,000	1
10,001 - 11,000	2
9,001 - 10,000	1
8,001 - 9,000	0
7,001 - 8,000	3
6,001 - 7,000	1
5,001 - 6,000	1
4,001 - 5,000	2
3,001 - 4,000	5
2,001 - 3,000	2
Total	22

³¹Data from p. 22.

TABLE XII - Continued

The Population of the Median City is 7,001
The Range is 2,500 to 14,500

The data of Table XII present the population of second class cities in which 22 of the junior high schools, recognized by the State Board of Education, for the year 1927, are located; also the population of the median second class city, and the range. The population of the median second class city is 7,001. The range is 2,500 to 14,500.

An examination of Tables VII and X, gives one a working comparison of the enrollment of the schools selected, from second class cities, with those recognized by the State Board of Education, for second class cities. The respective medians of each table are the same. The respective ranges are likewise equal.

Comparing the data of Tables VIII and XI, it may be noticed that the median of the former is but 0.2 points below that of the latter, but the range of the former is eight points less than that of the latter. The small differences in the respective medians and ranges would seem to indicate that the schools selected are typical so far as enrollment is concerned.

When the data of Table IX are contrasted with those of Table XII, their respective medians are found to be equal. The range of the former is 1,000 points above that of the latter.

An examination of the facts presented in the three previous paragraphs shows no significant differences between the enrollment, number of teachers employed, and the population of the second class cities in which are located the junior high schools included for this study, with corresponding items for those junior high schools, located in second class cities, which were recognized by the State Board of Education, for the same year. The only noticeable difference is, 1,000 points, in the ranges of city population. This is not significant when we note that it is only one-twelfth of the range for second class cities of this study and but one-thirteenth of the range for second class cities recognized by the State Board of Education. Hence, it may be concluded that the junior high schools selected for study in second class cities in Kansas are actually a fair and representative sampling.

From these data, the author assumed that the schools selected are valid for the purpose of this work.

Reception of, and Additional Collection of, the Data

As the forms began to arrive from the various schools, they were very carefully examined when opened for the name of the school on each blank. In case the name was not found thereon, it was immediately written on in ink in order to later identify it with the school from whence it came. This was a matter of technique that saved much time and uncertainty in the actual use of the data later.

The statistical technique employs tables, bringing into use the terms - median and range.

As the actual study progressed, facts seemed to indicate that not all of the record forms for three schools had been included in those received. A personal letter³² was written to the principal of each of the schools in question, inquiring about omissions. From one school, ten additional forms were received; from another, five; and from the third, one. Apparently the remaining schools had sent complete sets of their blanks.

³²See form letter 3, Appendix B., p. 99.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

Classification of Forms

When the data of this study were collected there were found 338¹ separate forms. It became obvious that so large a number of forms would be unwieldy for analytical study. This necessitated some kind of a classification. Several possible ways of classifying were investigated, but no standard procedure for classifying this type of material was suggested. Upon the basis of an individual judgment, the forms were carefully examined with a view to making a few general headings under which to group forms of a similar nature. The author and four different committee groups made up of college sophomores, junior and seniors, who were specializing in junior high school work, very carefully analyzed the data and decided upon five main divisions², which in their judgment seemed to be the best for the purposes of this study.

The 338 forms were next examined with a view to discovering the subdivisions under each of the above main divisions. There were 78³ of these subdivisions. These are the 78 subdivisions referred to farther on in this study.

As soon as the five main divisions and the 78 subdivisions had been decided upon, a large sheet of graph paper,

¹Counting from the original forms received.

²Listed on p. 40-42.

³Listed on p. 40-42.

Such as surveyors use, was made a Master Check Sheet. The five main division headings were written parallel with the left margin of this sheet. Horizontally along the left side of the sheet and opposite the five main division headings were written the respective parts of the 78 subdivisions, numbered numerically from 1 to 78. Vertically along the top of the sheet were written the number and name of each of the 25 cities with their respective junior high schools.

Each of the record and report forms received was numbered and checked on the Master Check Sheet, directly opposite the subdivision name and number, and under the city to which it belonged. This enabled one to see at a glance the exact numbers and kinds of forms in use by each school. A facsimile of this sheet is reproduced on page 101 of Appendix B.

Five Main Divisions with Their Seventy-Eight Subdivisions

I. Enrollment and Attendance.

A. Enrollment.

1. Enrollment data blank.
2. All school summary.
3. Class.
4. Change.
5. Card.
6. Non-residents.
7. Pre-enrollment.
8. Teacher.
9. Transfer.
10. Vocational.
11. Extra credit card.

B. Attendance Report.

- a. Teacher to office.
12. Daily tardy or absence.
13. Hourly absence.
14. Daily absence.
15. First period A. M. absence. (colored forms)
16. First period P. M. absence. (white forms)

- 17. First period A. M. tardy. (yellow blank)
- 18. First period P. M. tardy. (yellow blank)
- 19. Six weeks summary of complete attendance.
- 20. Daily summary of temporary attendance.
- 21. Report of individual cases.
- 22. Hourly report of special permits granted to students.

b. Principal's Report.

- 23. Principal's daily summary of absence and tardies.
- 24. Principal's quarterly summary of absence and tardies of individuals.
- 25. Principal's six weeks summary of attendance.
- 26. Principal's daily report to parents of daily absence or tardiness.
- 27. Principal's transfer of absence and tardies of individuals to office card.
- 28. Principal's monthly summary of total enrollment.
- 29. Principal's truancy reports on behavior difficulties.
- 30. Principal's office card of unexcused absence or tardy.

II. Admits from the Office.

- 31. Absence.
- 32. Absence health.
- 33. Absence and tardiness.
- 34. Tardiness.
- 35. To class.
- 36. Excused absence or tardy. (white slip)
- 37. Application for admit by student.
- 38. Unexcused absence or tardy for teachers.
- 39. Make up slip.
- 40. Specials.
- 41. Application for pass card.

III. Scholarship and Personal Data.

- 42. Information.
- 43. Permanent record.
- 44. Office record card and scholarship difficulty.
- 45. Semester grade sheet.
- 46. Merit system of acts record.
- 47. Telephone call slip for student.
- 48. Teacher's grade sheet, annual.
- 49. Parent's consent to drop subject.
- 50. Weekly failing list to office.
- 51. Scholarship transcript.
- 52. Principal's daily report to parents of failures.
- 53. Individual program card - office.
- 54. Individual program card of student.
- 55. Six weeks grade to office.

- 56. Six weeks semi-annual and annual scholarship card to office. (2 colors for sexes)
- 57. Monthly-annual scholarship grade.
- 58. Six weeks grade card to parents.
- 59. Nine weeks grade card to office.
- 60. Club or activity.
- 61. Eligibility.
- 62. Outside reading reports.
- 63. Annual scholarship record card - office.
- 64. Teacher's six weeks report slip to faculty adviser of individual pupil.
- 65. Principal's report to parents of credit shortage for senior high school.

IV. Health.

- 66. Health.
- 67. Excused by physician for disability, from physical education.
- 68. Physical education examination.

V. Auxiliary.

- 69. Athletic equipment checked to student.
- 70. Call slip of student.
- 71. Detention, conference and assignment.
- 72. Out of town events registration.
- 73. Outside daily practice.
- 74. Supplies and repairs.
- 75. Locker.
- 76. Home room.
- 77. Graph of teacher's marks.
- 78. Home room grade card.

Accounting Forms in Twenty-Five

Kansas Junior High Schools, 1927

In the twenty-five junior high schools studied, seventy-eight different subdivisions were made. No school used more than twenty-nine forms and many schools used a smaller number.

TABULATION Y

Number of Different Forms

Found in 25 Kansas Junior High Schools, 1927

Cities by Number	Number of Forms in Each	Cities by Number	Number of Forms in Each
1	17	14	7
2	9	15	9
3	14	16	8
4	13	17	12
5	14	18	13
6	11	19	10
7	13	20	11
8	14	21	19
9	15	22	10
10	29	23	15
11	22	24	10
12	21	25	12
13	10		

The data of Tabulation Y show the number of forms for each city. For example, city number 6 uses 11 forms; and city number 10 uses 29 forms. The source of these data is the Master Check Sheet, page 101 of Appendix B.

TABLE XIII

Number of Forms Used by Median Junior High School
of 25 Kansas Cities, 1927

TABLE XIII - Continued

Data from Tabulation Z	
Number of Forms	Frequency
7 - 9	4
10 - 12	8
13 - 15	8
16 - 18	1
19 - 21	2
22 - 24	1
25 - 27	0
28 - 30	1
Total	25

The Median Junior High School Uses 13.19 Forms
The Range is 8 to 29

The data of Table XIII show the number of forms used by the median junior high school to be 13.19. The range is 8 to 29 forms.

TABLE XIV

Number of Different Items Found on the Forms Used
by the 25 Kansas Junior High Schools, 1927

TABLE XIV - Continued

Number of City ⁴	Total Number of Items Per City ⁵
1	184
2	56
3	127
4	121
5	92
6	101
7	76
8	164
9	136
10	125
11	153
12	96
13	149
14	115
15	128
16	128
17	129
18	128
19	63
20	137
21	105
22	110
23	146
24	69
25	62

The data in Table XIV present the number of different items found on the total number of forms of each city. The table is read from left to right. Thus: 4 - 121. This means that city number four has 121 different items on its child accounting forms. City number 16 carries 128 different items on its forms.

⁴Master Check Sheet, p.101 of Appendix B.

⁵Data from the check sheets for original data in the author's files.

TABLE XV

Five Main Divisions of All the Forms, and the
Number of Subdivisions Found in Each,
in the 25 Junior High Schools

Division Group Number	Title of Division	Number of Subdivisions in Each Division
I	Enrollment and Attendance	30
II	Admits from the Office	11
III	Scholarship and Personal Data	24
IV	Health	3
V	Auxiliary	10
Total		78

Table XV gives the five main divisions as classified on pages 40, 41 and 42. It further shows the number of subdivisions classified under each main division. The total number of subdivisions is 78. From these data, Enrollment and Attendance consider 30 subdivisions in accounting, while Health uses only 3. Admits from the Principal's Office require 11 subdivisions. Auxiliary uses 10 subdivisions, while Scholarship and Personal Data employ 24 subdivisions.

TABLE XVI

Frequency with Which the Different Subdivisions
Under Enrollment and Attendance Are Used and the
Number of Items Found on the Forms of Each,
in the 25 Kansas Junior High Schools, 1927

Subdivisions Under Group I	Frequency of Schools Using Forms in This Subdivision	Number of Items Found on Form
6		
IA - 1	1	6
2	1	3
3	2	5
4	5	13
5	15	50
6	4	34
7	5	19
8	1	6
9	1	9
10	1	4
11	1	13
IBa- 12	2	10
13	6	16
14	17	25
15	1	6
16	1	6
17	1	6
18	1	6
19	3	42
20	1	4
21	4	13
22	4	13
IBb- 23	1	4
24	1	21
25	1	40
26	6	16
27	10	51
28	1	6
29	6	52
30	1	5
Range 1 to 17		3 to 52

Read Table XVI from left to right. Thus: IAl - 1 - 6. This means that subdivision number IAl was used by one school and that 6 different items appeared on its forms. Tables XVII, XVIII, XIX, and XX are read likewise.

The data of Table XVI present the subdivision numbers found in the first division mentioned on pages 40 and 41. This table shows the frequencies of schools using the different forms classified under Group I, which is Enrollment and Attendance. The range of schools using subdivisions 1 to 32 is 1 to 17. The number of separate items found on the forms listed under each subdivision number is presented showing a range from 3 to 52.

TABLE XVII

Frequency with Which the Different Subdivisions
Under Admits from the Office Are Used and the
Number of Items Found on the Forms of Each,
in 25 Kansas Junior High Schools, 1927

⁶See p. 40 and 41.

TABLE XVII - Continued

Subdivisions Under Group II	Frequency of Schools Using Forms in This	Number of Items Found on Form
⁷ II - 31	4	20
32	1	6
33	10	32
34	6	16
35	6	23
36	9	30
37	7	24
38	7	16
39	1	7
40	4	25
41	1	9
Range 1 to 10		6 to 32

Table XVII exhibits the subdivision numbers found under Group II of the five main divisions. The frequencies of schools using the different subdivisions found in Group II range from 1 to 10. The number of separate items found on the forms listed under each subdivision, of Group II, range from 6 to 32.

The number of each subdivision found in Group III of the five main divisions is presented in Table XVIII. The number of schools using forms under each subdivision number is also shown. The range in school frequencies is from 1 to 20. The number of items found in each subdivision of Group III is here shown with a range of 1 to 210.

⁷ See p. 41.

TABLE XVIII

Frequency with Which the Different Subdivisions
Under Scholarship and Personal Data Are Used and
the Number of Items Found on the Forms of Each,
in 25 Kansas Junior High Schools, 1927

Subdivisions Under Group III	Frequency of Schools Using Forms in This Subdivision	Number of Items Found on Form
⁸ III - 42	12	95
43	17	210
44	2	26
45	7	46
46	1	10
47	1	6
48	1	9
49	1	5
50	2	13
51	3	62
52	10	37
53	13	65
54	6	19
55	7	61
56	5	57
57	3	25
58	20	97
59	4	42
60	4	30
61	1	5
62	2	9
63	1	16
64	1	6
65	1	4
Range 1 to 20		1 to 210

⁸See p. 41 and 42.

TABLE XIX

Frequency with Which the Different Subdivisions
Under Health Are Used and the Number of Items
Found on the Forms of Each,
in 25 Kansas Junior High Schools, 1927

Subdivisions Under Group IV	Frequency of Schools Using Forms in This Subdivision	Number of Items Found on Form
⁹ IV - 66	5	27
67	1	10
68	1	22
Range	1 to 5	10 to 27

In Table XIX, the number of each subdivision grouped under Health is listed. The number of schools using forms under each of these subdivisions is shown. The range in frequencies is 1 to 5. The number of separate items per form is also shown. The range here is 10 to 27.

⁹See p. 42.

TABLE XX

Frequency with Which the Different Subdivisions
Under Auxiliary Are Used and the Number of Items
Found on the Forms of Each,
in 25 Kansas Junior High Schools, 1927

Subdivisions Under Group V	Frequency of Schools Using Forms in This Subdivision	Number of Items Found on Form
10		
V - 69	1	14
70	1	8
71	3	40
72	1	6
73	1	11
74	1	2
75	1	8
76	3	30
77	5	13
78	1	39
Range 1 to 5		2 to 40

The data of Table XX show the numbers of 10 subdivisions classified under Group V, or Auxiliary. The number of schools using forms under each of these 10 subdivisions is presented, with a range of 1 to 5. The number of items found on the forms under each subdivision is shown. The range is 2 to 40.

¹⁰See p. 42.

TABULATION Z

Frequency of 1,117 Different Items Found on the 338

Forms in 25 Kansas Junior High Schools, 1927

Times Occurring	Number of Different Items	Times Occurring	Number of Different Items
1	688	22	2
2	143	23	1
3	77	24	1
4	46	25	1
5	33	26	1
6	12	27	2
7	15	28	1
8	6	30	1
9	10	31	1
10	13	34	1
11	12	36	1
12	4	37	1
13	6	41	2
14	3	43	1
15	6	49	1
16	1	54	2
17	5	66	1
18	5	69	1
19	3	73	1
20	1	158	1
21	3	231	1

Total Number of Different Items - 1,117

The data of Tabulation Z present the number of different items and the total number of times each occurred on the 338 forms examined in this study. To be more specific, there were 688 different items which appeared but 1 time each. One item appeared 231 times. These data may be verified from Appendix A, and the specific items may be seen. This tabulation naturally leads one to assume that some items are of much less importance than others, e. g., an item which has a frequency of 1 would hardly indicate that it is of as great value as one having a frequency of 158 or even 231.

A Tabular Description of the Physical Properties of the 338 Forms¹¹ from 25 Kansas Junior High Schools, 1927, Analyzed in This Study.

Description of the Forms:		Subdivision Numbers:	IA1	IA2
			Frequencies	
1.	Form			
	a. Office		1	1
	b. Student			
2.	Color of form, same for both sexes		1	1
3.	Color for boys			
4.	Color for girls			
5.	Color for negroes			
6.	Classification			
	a. Card			
	b. Loose leaf			
	c. Sheet			1
	d. Slip		1	
7.	Entry headings			
	a. Printed		1	1
	b. Mimeographed			
8.	How produced			
	a. School plant		1	1
	b. Commercially			
9.	Number of copies			
	a. Original		1	1
	b. Duplicate			
	c. Triplicate			
10.	Number of sides used			
	a. One		1	1
	b. Two			
	c. Four			
11.	Period covered			
	a. Hourly			
	b. Daily			
	c. Weekly			
	d. Monthly			
	e. Every six weeks			
	f. Every nine weeks			
	g. Annual			
	h. Beginning of semester		1	1
	i. Semester			
	j. Every three weeks			
12.	Size			
	a. Range 2" X 4" to 3" X 5"			
	b. Range 3" X 6" to 4" X 5"		1	
	c. Range 5" X 8" to 8 $\frac{1}{2}$ " X 7 $\frac{1}{2}$ "			
	d. Range 5 $\frac{1}{2}$ " X 11" to 8 $\frac{1}{2}$ " X 14"			
	e. Range 6" X 10" to 11" X 8 $\frac{1}{2}$ "			
	f. Range 8 $\frac{1}{2}$ " X 11" to 9 $\frac{1}{2}$ " X 12"			
	g. Range 9" X 14" to 17" X 20"			1
13.	Title			
	a. Yes			1
	b. No			
14.	Weight			
	a. Heavy			
	b. Medium			
	c. Light		1	1

TABLE XXI - Continued

		Subdivision Numbers									
		IA3	IA4	IA5	IA6	IA7	IA8	IA9	IA10	IA11	IBa12
		Frequencies									
1.											
	a.	1	5	14	4	5	1	1	1	1	2
	b.			1							
2.		2	5	13	1	5	1	1	1	1	2
3.				1	1						
4.				1	2						
5.											
6.											
	a.		2	14	4	3	1	1			
	b.										
	c.	1				3			1		
	d.	1	3	1		1				1	2
7.											
	a.	2	5	14	4	4	1	1	1	1	2
	b.			1		1					
8.											
	a.	2	5	12	4	5	1		1	1	1
	b.			3				1			1
9.											
	a.	2	5	11	3	5	1	1	1	1	2
	b.			4	1						
	c.										
10.											
	a.	2	5	9	4	5	1	1	1	1	2
	b.			6							
	c.										
11.											
	a.		4	2							
	b.						1				2
	c.										
	d.										
	e.								1		
	f.										
	g.			3	4						
	h.	2		5						1	
	i.			2		5					
	j.										
12.											
	a.	1	2	3	1	1		1			
	b.		3	9	3	3	1				
	c.			2							1
	d.										
	e.	1				1			1	1	1
	f.			1							
	g.										
13.											
	a.	1	3	13	4	5	1		1	1	1
	b.	1	2	2			1				1
14.											
	a.										
	b.		3	14	4	3	1	1			
	c.	2	2	1		2			1	1	2

TABLE XXI - Continued

		Subdivision Numbers						
		IBa13	IBa14	IBa15	IBa16	IBa17	IBa18	IBa19
		Frequencies						
1.								
	a.	6	14	1	1	1	1	
	b.							
2.		6	14	1	1	1	1	3
3.								
4.								
5.								
6.								
	a.	1						
	b.							
	c.							1
	d.	5	14	1	1	1	1	2
7.								
	a.	5	14	1	1	1	1	2
	b.	1						
8.								
	a.	6	10	1				2
	b.		4		1	1	1	1
9.								
	a.	5	14	1	1	1	1	3
	b.	1						
	c.							
10.								
	a.	6	14	1	1	1	1	3
	b.							
	c.							
11.								
	a.	5		1	1	1	1	
	b.		14					
	c.							
	d.							
	e.							
	f.							3
	g.							
	h.							
	i.							
	j.							
12.								
	a.	4		1	1			
	b.	2	1	1			1	
	c.							
	d.		1					3
	e.							
	f.		12					
	g.							
13.								
	a.	4	13	1	1		1	3
	b.	2	1			1		
14.								
	a.							
	b.	1						
	c.	5	14	1	1	1	1	3

TABLE XXI - Continued

		Subdivision Numbers						
		IBa20	IBa21	IBa22	IBb23	IBb24	IBb25	IBb26
		Frequencies						
1.								
	a.	1	4	0	1	1	1	
	b.			4				6
2.			4	4	1	1	1	6
3.								
4.								
5.								
6.								
	a.	1	1					5
	b.						1	
	c.					1		
	d.		3	4	1			1
7.								
	a.	1	4	3	1	1	1	6
	b.			1				
8.								
	a.		2	4		1	1	1
	b.	1	2		1			5
9.								
	a.	1	4	4	1	1	1	6
	b.							
	c.							
10.								
	a.	1	3	4	1	1		6
	b.		1				1	
	c.							
11.								
	a.		4	4				
	b.				1			
	c.	1						
	d.							
	e.						1	
	f.							
	g.							
	h.							
	i.					1		
	j.							
12.								
	a.		1	3				
	b.	1	3			1		6
	c.							
	d.				1			
	e.			1				
	f.						1	
	g.							
13.								
	a.	1	3	4		1	1	2
	b.		1		1			4
14.								
	a.							
	b.	1	1			1		5
	c.		3	4	1		1	1

TABLE XXI - Continued

		Subdivision Numbers							
		IBb27	IBb28	IBb29	IBb30	II31	II32	II33	II34
		Frequencies							
1.									
	a.	12	1	10	1	5	1	11	9
	b.								
2.		9	1	10	1	5	1	11	9
3.		1							
4.		1							
5.		1							
6.									
	a.	6		4	1			1	
	b.	3							
	c.								
7.									
	a.	12	1	10	1	5		11	9
	b.						1		
8.									
	a.	5	1	7	1	4	1	7	5
	b.	7		3		1		4	4
9.									
	a.	12	1	4	1	4	1	10	6
	b.			3		1		1	3
	c.			3					
10.									
	a.	6	1	7	1	5	1	11	9
	b.	6		3					
	c.								
11.									
	a.					5			9
	b.						1	11	
	c.	3							
	d.		1						
	e.								
	f.				1				
	g.								
	h.								
	i.	9							
	j.								
12.									
	a.	1		6		4	1	2	9
	b.	5			1	1		9	
	c.	1		2					
	d.		1						
	e.	1		1					
	f.	2		1					
	g.	2							
13.									
	a.	8	1	9		3		11	9
	b.	4		1	1	2	1		
14.									
	a.	3							
	b.	6	1	5	1			1	
	c.	3		5		5	1	10	9

TABLE XXI - Continued

		Subdivision Numbers							
		II35	II36	II37	II38	II39	II40	II41	III42
		Frequencies							
1.									
	a.	8	10	6	8	1	9	1	13
	b.								
2.		8	10	6	8	1	9	1	11
3.									1
4.									1
5.									
6.									
	a.	2	2	1	1		2	1	12
	b.								
	c.								
	d.	6	8	5	7	1	7	1	1
7.									
	a.	8	9	6	6	1	9	1	13
	b.		1		2				
8.									
	a.	4	7	5	6	1	9	1	5
	b.	4	3	1	2				8
9.									
	a.	8	9	6	8	1	9	1	13
	b.		1						
	c.								
10.									
	a.	7	10	6	8	1	9	1	7
	b.	1							6
	c.								
11.									
	a.		2		1		8		
	b.	8	8	6	7	1	9		
	c.								
	d.								
	e.								
	f.								
	g.							1	
	h.								
	i.								13
	j.								
12.									
	a.	7	7	4	5		8	1	6
	b.		2				1		6
	c.	1	1	2	3	1			
	d.								
	e.								
	f.								
	g.								1
13.									
	a.	3	9	3	4	1	4	1	9
	b.	5	1	3	4		5		4
14.									
	a.								
	b.	2	2	1	1			1	12
	c.	6	8	5	7	1	9		1

TABLE XXI - Continued

		Subdivision Numbers						
		III43	III44	III45	III46	III47	III48	III49
		Frequencies						
1.								
	a.	17	2	7	1		1	1
	b.					1		
2.		17	2	7	1	1	1	1
3.								
4.								
5.								
6.								
	a.	11	1	1	1	1	1	
	b.	2		1				
	c.	2		2				1
	d.	1	1	3		1		
7.								
	a.	17	2	7	1	1	1	1
	b.							
8.								
	a.	14	2	5	1	1	1	
	b.	3		2				1
9.								
	a.	17	2	7	1	1	1	1
	b.							
	c.							
10.								
	a.	7	2	4	1	1	1	1
	b.	10		3				
	c.							
11.								
	a.					1		1
	b.				1			
	c.		1					
	d.							
	e.							
	f.	17						
	g.							
	h.							
	i.			7			1	
	j.							
12.								
	a.		1	1	1	1		1
	b.	1						
	c.	9						
	d.			1				
	e.	5	1	4			1	
	f.	2		1				
	g.							
13.								
	a.	13	2	7	1	1	1	1
	b.	4						
14.								
	a.							
	b.	12	1	3	1			1
	c.	5	1	4		1	1	1

TABLE XXI - Continued

		Subdivision Numbers						
		III50	III51	III52	III53	III54	III55	III56
		Frequencies						
1.								
	a.	2	4	10	16		7	6
	b.					8		
2.		2	4	10	16		7	4
3.								1
4.								1
5.								
6.								
	a.	1	2	6	16	8	3	5
	b.						1	1
	c.	1	1					
	d.		1	4			3	
7.								
	a.	2	4	10	16	8	7	6
	b.							
8.								
	a.	2	4	6	10	8	5	6
	b.			4	6		2	
9.								
	a.	2	3	10	13	8	7	6
	b.		1		3			
	c.							
10.								
	a.	2	3	8	16	8	3	5
	b.		1	2			4	1
	c.							
11.								
	a.							
	b.				3			
	c.			1				
	d.							
	e.						6	
	f.							
	g.		4		1		1	5
	h.							
	i.				12	8		1
	j.							
12.								
	a.	1		5	7	4	1	
	b.			3	7	4	4	3
	c.		3	1	2		1	2
	d.		1					
	e.	1		1			1	
	f.							
	g.							1
13.								
	a.	2	3	7	15	8	6	4
	b.		1	3	1		1	2
14.								
	a.			2	3		1	
	b.	1	2	5	13	8	2	5
	c.	1	2	3			4	1

TABLE XXI - Continued

		Subdivision Numbers						
		III57	III58	III59	III60	III61	III62	III63
		Frequencies						
1.								
	a.	3			8	1	2	1
	b.		21	5				
2.		3	21	5	8	1	2	1
3.								
4.								
5.								
6.								
	a.		21	2	6	1	2	1
	b.	3						
	c.							
	d.			3	2			
7.								
	a.	3	20	5	8	1	2	1
	b.		1					
8.								
	a.		19	5	7	1	2	1
	b.	3	2		1			
9.								
	a.	3	21	4	6	1	2	1
	b.			1	1			
	c.				1			
10.								
	a.	3	3	4	6	1	1	1
	b.		16		2		1	
	c.		2	1				
11.								
	a.							
	b.							
	c.							
	d.							
	e.							
	f.			4				
	g.	3					2	1
	h.							
	i.				8	1		
	j.			1				
12.								
	a.		4	3	7	1	1	
	b.		17	2	1			
	c.							1
	d.							
	e.						1	
	f.	3						
	g.							
13.								
	a.	3	14	5	4	1	2	1
	b.		7		4			
14.								
	a.		1					
	b.	3	19	2	6	1	2	1
	c.		1	3	2			

TABLE XXI - Continued

		Subdivision Numbers							
		III64	III65	IV66	IV67	IV68	V69	V70	V71
		Frequencies							
1.	a.	1		5	1	1	1	1	5
	b.		1						1
2.		1	1	5	1	1	1	1	6
3.									
4.									
5.									
6.	a.		1	1		1	1		1
	b.								1
	c.								
	d.			4	1			1	4
7.	a.	1	1	4	1	1	1	1	6
	b.			1					
8.	a.	1	1	5	1	1	1	1	6
	b.								
9.	a.	1	1	5	1	1	1	1	6
	b.								
	c.								
10.	a.	1	1	5	1		1	1	5
	b.					1			1
	c.								
11.	a.			2				1	3
	b.			2					3
	c.								
	d.								
	e.			1					
	f.	1							
	g.		1			1			
	h.								
	i.						1		
	j.								
12.	a.	1	1	4		1	1		4
	b.			1				1	1
	c.				1				
	d.								
	e.								1
	f.								
	g.								
13.	a.			4	1	1	1	1	6
	b.	1	1	1					
14.	a.								
	b.	1		1		1	1		1
	c.		1	4	1			1	5

TABLE XXI - Continued

		Subdivision Numbers						
		V72	V73	V74	V75	V76	V77	V78
		Frequencies						
1.								
	a.			1	1	4	5	1
	b.	1	1					
2.		1	1	1	1	4	5	1
3.								
4.								
5.								
6.								
	a.				1	1	4	1
	b.							
	c.						1	
	d.	1	1	1		3		
7.								
	a.		1	1	1	4	4	1
	b.	1					1	
8.								
	a.	1	1	1	1	4	3	1
	b.						2	
9.								
	a.	1	1	1	1	4	5	1
	b.							
	c.							
10.								
	a.	1	1	1	1	4	5	1
	b.							
	c.							
11.								
	a.							
	b.	1	1			4		
	c.							
	d.							
	e.						5	
	f.							
	g.							
	h.							
	i.				1			
	j.							1
12.								
	a.		1	1	1	1		
	b.						1	
	c.	1				1	3	
	d.					2		
	e.					2		
	f.						1	1
	g.							
13.								
	a.		1	1		2	5	1
	b.	1			1	2		
14.								
	a.							
	b.				1	1	5	1
	c.	1	1	1		3		

The data of Table XXI present the frequencies under the subdivision numbers of the various physical properties of the 338 forms studied. A few illustrations will make this point clear. The frequency columns opposite "Office Copy" present the number of blanks in forms IA1, IA2, IA3, etc., which are office copies. That is, there was 1 form in subdivision IA1 that was an office card, 1 in IA2, 1 in IA3, 5 in IA4 and 14 in IA5. Likewise, opposite "Card", one may read in column IA5, 13. This means subdivision IA5 had 13 forms that were cards.

The study of the 338 original forms revealed 102 different sizes. This large variety of sizes shows a great lack of uniformity, in school record and report forms in 25 Kansas junior high schools, at least from their rectangular proportions.

CHAPTER V

SECONDARY PROBLEM

This study has revealed significant differences in child accounting practices, as judged from the record and report forms used by twenty-five junior high schools, in Kansas, during the year 1927. There is no apparent reason to believe that the major portion of these same record and report forms will be greatly changed in many of the junior high schools in the near future.

This phase of the study suggests a set of 10 forms, for pupil accounting, that may be valuable for use in junior high schools having an approximate enrollment of 400 pupils. Because of the great diversity in and lack of uniform standards for pupil accounting in junior high schools in Kansas, it is deemed wise, here, to set up, as criteria, only such general component principles of child accounting as are revealed by other writers in the field, and from an analysis of the forms found in the schools of this study.

CRITERIA

Pupil accounting forms should provide for accurate and complete, accumulative information leading to a better understanding of the pupil as an individual. This should

be available for the teacher at all times.

They should provide for summary information, of the pupils of the school as a unit, covering definite periods of one day or more.

They should be simple, practical, and valuable to both teacher and principal in order to insure a better provision for the specific education of each pupil.

Suggested Set of Record and Report Forms

Enrollment Card
Obverse Side

Office Copy				
Enrollment Card _____		Junior High School _____		
Name in Full _____		Classification _____		
Subject	Cr.	Room	Mr.	Teacher
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Signature of Principal _____				

Reverse Side

Date _____ 19____	Telephone _____
Month _____ Day _____	
Name in Full _____	
Parent's or Guardian's Name _____	
Parent's Address in Full _____	
Parent's Occupation _____	
Pupil's City Address _____	
Birth _____	Place of Birth _____
Year _____ Month _____ Day _____	
Church Membership _____	Church Preference _____
Date Entered _____	Source _____
Adviser _____	

Health Record of Pupil

Health Record							
_____ Junior High School							
Name of Pupil				Classification			
Birthplace				Age		Sex	
Nationality of Parents				Number of Children in Family			
Measles _____ S. P. _____ D'ph. _____							
Date of Examination	:	:	:	:	:	:	:
Weight in Pounds	:	:	:	:	:	:	:
Should Weigh	:	:	:	:	:	:	:
Height in inches	:	:	:	:	:	:	:
Vaccinated	:	:	:	:	:	:	:
Hearing	:	:	:	:	:	:	:
Adenoids	:	:	:	:	:	:	:
Vision Right	:	:	:	:	:	:	:
Vision Left	:	:	:	:	:	:	:
Glasses	:	:	:	:	:	:	:
Teeth	:	:	:	:	:	:	:
Nutrition	:	:	:	:	:	:	:
Home Conditions	:	:	:	:	:	:	:
Cleanliness	:	:	:	:	:	:	:
I. Q.	:	:	:	:	:	:	:
Def. Nasal Breathing	:	:	:	:	:	:	:
Tonsils	:	:	:	:	:	:	:
Remarks: _____							

Form 2. (Actual Size 6" X 4")

Notice of Attendance

_____ Junior High School	
Notice of Attendance	
_____ 19__	
This is to advise you that _____	
absent	class
was	from
tardy	classes
in _____	
on the following dates: _____	
Will you kindly cooperate with us by signing and re-	
turning this card so that we may make it a part of	
our records? Call phone _____, if you wish to	
confer.	
Parent's Signature	Principal Junior High
	School
Parent's Address _____	

Form 3. (Actual Size 5" X 3")

PERMANENT RECORD

*The following explains abbreviations used:

Date entered				
Date dropped	Reason	Sem. End	- Semester ending, as '28-5-16	
Re-entered		No. of Wks.	- Number of weeks in semester	
Date of leaving		Hrs.	- Hours per week	
Transferred to	Date	Mk.	- Mark given	
Date graduated	No. in class	Rank	Cr.	- Credit

Obverse Side

TRAITS							STUDENT ACTIVITIES																		
Semester							1	2	3	4	5	6								1	2	3	4	5	6
Effort													Debate												
Conduct													Declamation												
Cooperation													Oration												
Leadership													Extempore Speaking												
Personal Appearance													Piano												
Reliability													Violin												
													Orchestra												
													Operetta												
													Voice												
													Chorus												
General Health													Glee Club												
Record of Intelligence Tests							Quotients						Athletics												
Date	Name of Test			Form								Basketball													
												Track													
												Tennis													
												Dramatics													
												Reporter													
Record of Achievement Tests							Quotients																		
Date	Name of Test			Form																					
Remarks:																									
Principal																									

Pupil's Office Card of Absence and Attendance

Attendance Record

Junior High School

Name _____

Date _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	1/2	Tardy	Absence	Truancy
Mon.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Tues.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Wed.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Thurs.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Fri.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Total:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Mon.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Tues.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Wed.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Thurs.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Fri.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Total:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:

Use: E-Entered. D-Dropped. T-Tardy. X-Absent all day, for half days use fractions.

Pupil's Six-Weeks Report Card

Report Card		
_____ Junior High School		
_____, Kansas		
Student _____	Subject _____	Cat. No. _____
Report for Six-Weeks Ending _____		
		Mo. Da. Yr.
A B C D F Inc.	Times Absent _____	Times Tardy _____
The grade is indicated by the letter circled.		
Principal _____		Teacher _____
Over _____		

Form 7a. (Actual Size 5" X 3")

Each school should give an explanation of what each mark represents. The above card is white and is to be used at the end of the sixth, twelfth, twenty-fourth, and thirtieth weeks, respectively. Form 7b, which follows, is blue and should be sent out at the end of the eighteenth and thirty-sixth weeks, respectively.

Pupil's Six-Weeks Report Card

Report Card		
_____ Junior High School		
Semester Ending _____		
Mo. Da. Yr.		
Student _____	Subject _____	Cat. No. _____
Third Six-Weeks Grade --- A B C D F Inc. _____		
Semester Grade ----- A B C D F Inc. _____		
The grade is indicated by the latter circled.		
Principal _____		Teacher _____

Form 7b. (Actual Size 5" X 3")

Report to Parents of Scholarship Difficulty

Report to Parents of Scholarship Difficulty	
_____ Junior High School	
Dear _____	19____
This is to advise you that _____	
_____ is doing unsatisfactory work in _____	
Will you please call phone _____ to advise with us?	
Through your cooperation we may be able to stimulate:	
the pupil to make better use of his opportunities.	

Principal	

Form 8. (Actual Size 5" X 3")

Statement of, and Office Admit for, Absence or Tardiness

_____ Junior High School	
(File in Office)	
I was tardy	from (state subjects and dates)
absent	

For the following reasons: _____	

Did your parents know? _____	

Excused	(Pupil's Signature)
Unexcused	Date permit issued _____

Form 9a. (Actual Size 5" X 3")

This card and the following one should be attached by a perforated line. They make up Form 9.

Junior High School	
(Return to Office)	
Excused	
Unexcused	Pupil's name _____
tardy	
Date	_____
absent	
Reason:	_____
<p>Rules for Absence or Tardiness*</p> <p>(1) From six weeks grade, deduct the following per cent:</p> <p>(a) For each absence, deduct 5 per cent.</p> <p>(b) If excused, and work made up, restore the 5 per cent.</p> <p>(c) If unexcused, and work is made up, restore $2\frac{1}{3}$ per cent.</p> <p>(d) If work is not made up, do not restore anything.</p> <p>(e) For tardies, deduct $1/5$ as much as for absences.</p>	
Principal _____	

Form 9b. (Actual Size 5" X 3")

*The above rules for absence and tardiness are only suggested. Each school will need to modify them to meet local conditions.

CHAPTER VI

SUMMARY

Only Kansas junior high schools operating under the six-three-three plan of organization, are included in this survey. Among these are eleven junior high schools in first class cities, fourteen in second class cities, but none from third class cities. The schools used in this study were selected on the basis of the following information:

(1) Educational Directory of Kansas, State Department of Education, for the year 1926-1927; (2) list from the State Superintendent's office of junior high schools offering work in the seventh, eighth and ninth grades, and recognized by the State Board of Education, for the year 1926-1927; (3) answers to personal letters of inquiry to the principals of the several schools.

The junior high schools in third class cities were eliminated because the information received showed that they were not organized on the six-three-three plan.

The correspondence consisted of thirty-three form letters, sent to junior high school principals, requesting complete sets of their pupil accounting record and report forms. Replies and forms were received from 76 per cent of this number. Forty-two supplementary letters, pertaining to questions which arose during the actual study of the data, were sent out and were answered by 93 per cent of the correspondents.

Several recent, related studies in the general field of pupil accounting are pointed out, but only one includes, directly, the junior high school field. The latter is a study, now in progress, of the permanent record forms of many junior high schools. This investigation reveals a general tendency to make pupil accounting forms more uniform, simple, accurate and complete. It also shows that uniformity in the twenty-five junior high schools studied, in Kansas, does not exist; and that adequate provisions for the recording of those data, which are essential for the best educational progress of the pupil, are lacking.

There is a marked variation in the number of forms used per school. The least number of forms used by a school is seven, and the greatest is twenty-nine.

A great lack of uniformity in sizes of record and report forms prevails. Of the 338 forms examined, there are 102 different sizes. Evidently correct sizes for standard filing systems have been largely disregarded in the cases cited in this study.

The majority of forms are white. A small per cent of colored forms is used, mainly to denote one of the following things: sex, negro, unsatisfactory work, principal's office duplicate of absence or tardiness permit.

1,117 different items are provided for on the 338 forms of this study. These vary in number per city from 56 to 184. The fact that 588 items have a frequency of one,

or that 51.74 per cent of the total number occur but once each, reveals the idiosyncrasies of the various systems. One item appeared 231 times; and another one, 158 times. Only 62 items appeared twelve times or more.

The enrollment per junior high school, included in this study, ranges from 71 to 1,068 pupils in first class cities, and from 155 to 871 pupils in second class cities. The enrollment of the median school of first class cities is 471 and of second class cities, 401. The teacher employment ranges from 7 to 35 in first class cities, and from 5 to 29 in second class cities. The number of teachers employed by the median first class city is 19.33, while that of the second class city is 15. The population of the smallest first class city is 15,116; largest, 117,751. The population of second class cities ranges from 1,901 to 14,052. The population of the median first class city is 18,667.67 and that of the median second class city is 7,001.

A set of 10 forms, for use in junior high schools with an enrollment of, approximately, 400 pupils, is suggested, upon the basis of general principles set up by related studies and the result of examining the 338 record and report forms included in this study.

APPENDIX A

ORIGINAL DATA OBTAINED FROM THE RECORD AND REPORT
FORMS USED, THE FALL OF 1927, BY THE TWENTY-FIVE
KANSAS JUNIOR HIGH SCHOOLS STUDIED.

A List of the 1,117 Separate Items Found on the
338 Forms Examined

(The Arabic figures to the right of each item refer
to the number of times it was used.)

ITEMS FOUND

Absent during what period - 3.	Absent from class - 2.
Action to be taken - 1.	Activities - 2.
Actual weight - 1.	Admit - 4.
Address at home or school - 17.	Adviser's signature - 2.
Address of parent or guardian - 17.	Age of pupil - 9.
All day - 10.	Age of entrance - 3.
All present - 1.	Algebra - 7.
Application to work - 1.	A. M. - 19.
Arithmetic - 5.	Approved by - 10.
Assignment due - 1.	Assignment - 1.
Athletic equipment - 1.	Attendance record - 1.
Address - 8.	Attitude - 6.
Average attendance - 1.	Author - 2.
Address of student - 1.	Average belongings - 1.
Age - 13.	Admit to class - 1.
Average daily attendance - 3.	Absent or tardy - 3.
Arithmetic A. Q. - 1.	Arithmetic A. A. - 1.
Age now - 1.	Advanced Algebra - 1.
Among others - 1.	Age determined by education test - 1.
Anterior posture	Absent from all exercises - 1.
✓ flat chest - 1.	Add new entries for six weeks - 1.
✓ sagging head - 1.	Adviser - 5.
✓ relaxed abdomen - 1.	Adviser or coach - 1.
Address of pupil - 17.	Afternoon - 1.
Age now on the slip of September 1st - 2.	Annual - 1.
Agriculture - 2.	Art - 2.
Arrival there - 1.	Attention - 1.
Art Craft - 1.	Art--Domestic - 1.
Arithmetic--Commercial - 1.	Attendance--Boys - 1.
Attendance--Girls - 1.	Attendance information - 2.
Attendance addition - 1.	Attendance withdrawals - 1.

APPENDIX A - CONTINUED

- Attendance - 1.
- Absence from class - 4.
- Absent - 7.
- Add those received by transfer the last six weeks - 1.
- Add new original entries for six weeks - 1.
- Average - 1.
- Address, home - 11.
- Auto trouble - 2.
- Average class grade - 2.
- Auto repairs - 1.
- Bad conduct - 1.
- Bicycle - 1.
- Building - 5.
- By whom issued - 1.
- Birth - 2.
- Bicycle trouble - 2.
- Belonging to date - 2.
- Business English - 1.
- Beginning of semester - 1.
- Beginning Latin - 1.
- C. A. - 1.
- Card number - 1.
- Card returned - 1.
- Cases of corporal punishment - 1.
- Cause of discharge - 2.
- Chaperon - 1.
- Character - 1.
- Character in instructions - 1.
- Car - 1.
- Call phone at once - 1.
- Call at close of hour - 1.
- Cicero - 1.
- Cause withdrawn - 1.
- Credit 8th, 7th - 1.
- Chemistry - 1.
- Commercial geography - 1.
- Character of work done - 1.
- Church membership - 4.
- Citizenship - 4.
- City phone - 1.
- Classes - 1.
- Classification - 43.
- Color:
 - pink - 1.
 - white - 1.
- Attendance by days - 1.
- Advanced electricity - 1.
- Absence - 41.
- Attendance % - 2.
- All present - 1.
- Absent from - 2.
- Average of grade - 1.
- Address of parents - 1.
- Athletic participation - 1.
- Average percentage - 1.
- Ancient history - 2.
- Belongings at the last report - 1.
- Boy's name - 3.
- Boys - 1.
- Bookkeeping - 3.
- Biology - 1.
- Botany - 1.
- Basketball - 2.
- Beginning electricity - 1.
- Call telephone number at once - 1.
- Care of property - 1.
- Cases of tardiness - 3.
- Cause - 5.
- Cause of failure given by:
 - teacher - 1.
 - pupil - 1.
 - parent - 1.
- Capacity of room - 1.
- Call at close of school - 1.
- Caesar - 3.
- Capable of doing better - 1.
- Clothing - 1.
- Commercial arithmetic - 2.
- Commercial economy - 1.
- Commercial law - 1.
- Cheating - 1.
- Church preference - 12.
- City address - 4.
- Class - 26.
- Classic read - 3.
- Coach - 1.
- Combined per cent - 1.
- Common school diploma - 1.
- Comes poorly prepared - 1.

APPENDIX A - CONTINUED

Conduct - 7.
 Copies - 1.
 County health officer - 1.
 Credit - 4.
 Cause of withdrawal - 1.
 Combined % of attendance
 and punctuality - 1.
 City - 9.
 Chorus - 3.
 Cleanliness - 1.
 Class:
 P. M. - 1.
 A. M. - 1.
 Classic record - 3.
 Class median intelligence
 test - 2.
 Clock slow - 3.
 Commerce - 2.
 Comprehension - 1.
 Courtesy - 1.
 Club officer - 1.
 Club membership - 1.
 Conference - 1.
 Credit - 3.
 Credit this semester - 1.
 Credit local - 1.
 Complaint - 1.

Day - 4.
 Days - 6.
 Date blank - 1.
 Date given to truancy
 officer - 1.
 Driver of car - 1.
 Date of entering - 4.
 Date of common diploma
 issuance - 1.
 Date of leaving - 3.
 Date of report - 1.
 Date of withdrawal - 1.
 Days of school - 1.
 Date of truancy - 1.
 Days present - 9.
 Deduct No. dropped for six
 weeks - 1.
 Disposition of case - 3.
 Days taught - 3.
 Days blank - 1.
 Dates of absence - 2.
 Date report received - 1.
 Date and source of entrance
 - 3.

Cooperation - 2.
 County - 1.
 Course desired - 1.
 Curriculum - 1.
 Color - 2.
 Credit and grade - 1.
 City of graduation - 1.
 Commercial house's name - 3.
 Civics - 10.
 Class officer - 2.
 Classics - 2.
 Class period - 1.
 Class in school - 3.
 Class this term - 5.

Combined % - 1.
 Comment - 1.
 Cooking - 2.
 Corporal punishment - 1.
 Course - 15.
 Course selected - 5.
 Course No. - 1.
 Credit accumulated - 6.
 Credit per subject - 27.
 Credit stated - 1.
 Crooked shoulder - 1.

Date - 158.
 Days absent - 18.
 Date dropped - 1.
 Date of action - 2.
 Date of birth - 54.
 Date of activity - 1.
 Date of event - 1.
 Date of failure - 1.
 Date of graduation - 10.
 Date of month - 1.
 Date of last successful
 vaccination - 1.
 Date tardy - 10.
 Date of teacher's signature - 3.
 Days of week - 1.
 Deduct No. transferred for six
 weeks - 1.
 Demerits - 1.
 Days attendance - 4.
 Days on roll - 1.
 Date dropped - 2.
 Date admission - 1.
 Date enrolled - 7.

APPENDIX A - CONTINUED

- Date of - 18.
- Date of examination - 1.
- Date of discharge - 5.
- Date of entry - 1.
- Date of transfer - 2.
- Day of month - 11.
- Days attend - 3.
- Declamation - 1.
- Definition of grades - 2.
- Debate - 1.
- Desire for assistance - 1.
- Domestic art - 11.
- Domestic science - 11.
- Directors for entries - 1.
- Department offering course - 1.
- Diagram in per cent - 2.
- Disobedience - 1.
- Disinterest in school work - 1.
- Drawing - 10.
- Dramatic art - 1.
- Dropped - 4.
- Dropped out of school - 3.
- Disability caused by - 1.
- Directions for entries - 1.
- Distribution of grades by No. - 1.
- Examination of grade Educ. - 1.
- Electricity beginning - 1.
- Elective and alternate subject - 4.
- Enrolled in - 1.
- Entertainment practice - 2.
- Examine by - 1.
- Examination - 1.
- Excuse - 1.
- Extra books read - 1.
- Extra work requested - 1.
- English--Oral - 1.
- Enrolled previous 6 wk. - 2.
- Enrolled 1st time - 1.
- Essay - 1.
- Excused - 27.
- Excused at school - 1.
- Explanation of grades marks - 1.
- Expect to attend college - 1.
- Explanation of grade - 22.
- English Latin - 1.
- Date of entrance - 15.
- Date of examination for corrective - 1.
- Date of test - 1.
- Days withdrawn-- 1.
- Direction for grading A. B. C. - 1.
- Dependability - 1.
- Defects of pupil - 1.
- Dear - 1.
- Deliberate disobedience and rebellious attitude - 1.
- Detained in office - 1.
- Discipline report - 1.
- Deportment - 4.
- Direction - 3.
- District No. - 1.
- Division - 1.
- Do you live with parents - 1.
- Do pupils repeat - 1.
- Distribution of grades per hour - 1.
- D. R. - 1.
- Double curve (spine) - 1.
- Duplicate - 1.
- Elbow pads - 1.
- Electricity advanced - 1.
- Effort - 5.
- English - 6.
- Enrollment end of six weeks - 3.
- Enrollment beginning six weeks - 1.
- Extra course desired - 1.
- Explanation - 3.
- Entered - 1.
- Entered from - 8.
- Enrolled by transfer - 3.
- Errand - 1.
- Examined by physician - 1.
- Excused absence - 1.
- Explanation of grades
 - A-B-C Medium D-Weak
 - F-failing E-Excellent - 5
 - G-Good M-Medium P-Poor
- Entrance - 1.

APPENDIX A - CONTINUED

Economics - 1.
 Electives - 1.
 Examination grade - 6.
 Extra curricular - 2.
 Extemporaneous speaking - 1.
 Education - 1.

Expression - 1.
 Elective space - 1.
 Extra work required - 1.
 Explanation to parents - 2.
 Explanation of grades - 1.
 1 - A --leading
 2 - B --above average
 4 - D --weak
 5 - F --failed

Fail date - 1.
 Fee paid - 1.
 Fee refunded - 1.
 Fighting - 1.
 Final grade - 6.
 First term date - 3.
 Frequency - 2.
 Form No. - 3.
 Forging excuses - 1.
 From room - 3.
 First term classes - 1.
 Failures of Sub. and date - 4.
 Firm employing - 1.
 Foreign language - 1.
 Forenoon - 1.
 From Gym. today - 1.
 First Jr. high school - 1.
 Failure to report - 1.

Faculty adviser - 4.
 Feet - 1.
 lateral arch - 1.
 longitudinal arch - 1.
 First period - 1.
 Failures of students - 2.
 Former school - 5.
 Former place of residence - 1.
 French - 4.
 First term grade - 1.
 Failure of St. car - 1.
 Flat chest - 1.
 First hour slip - 1.
 Football - 2.
 Foods - 1.
 Friday - 2.
 Final - 1.
 For work in subject - 2.

Geography - 8.
 Girl's name - 4.
 Grade above "C" - 1.
 Grade for 6 weeks - 24.
 Grade for 12 weeks - 4.
 Group - 9.
 Guardian's residence - 1.
 Glee club - 4.
 General mathematics - 1.
 General science - 13.
 Graduate when - 1.
 Grade last year - 1.
 Grade promotion - 1.
 Grades - 7.
 Grades given - 4.
 Graduated - 1.

Geometry - 1.
 Grade - 25.
 Grade below "C" - 1.
 Grade for 18 weeks - 4.
 Grammar - 1.
 Guardian's name - 2.
 Gives up too easily - 2.
 General - 2.
 Grade of classification: - 2.
 7a-7b-8a-8b-9a-9b
 Grade completed - 4.
 Grade earned - 10.
 Gymnasium - 1.
 Grade received - 21.
 Grade in school - 13.
 Grade system
 good G
 medium M - 1.
 passing P
 failure F
 Half days absent - 4.
 Height - 3.

Half day absence - 1.
 Health - 5.

APPENDIX A - CONTINUED

Hazing or cruel treatment
of younger children - 1.
Hour - 34.
Hours per week - 4.
Home room teacher - 8.
Hygiene - 7.
Hours - 5.
Half days attendance - 3.
High grade earned - 1.
History world - 1.
Home in Dist. 2 - 2.
Home room number - 2.
Hose - 1.
History ancient - 1.
History English - 1.
Home telephone - 3.

Inattentive - 1.
Inc. work - 1.
Industry - 1.
I. Q. - 8.
Interest of student - 1.
Insolence to teacher - 1.
Instructor - 13.
Instruction to truancy
officers - 1.
Industrial arts - 1.
Instrument - 2.
Instruction to pupil - 6.
Instruction to board of
education - 1.

Junior high record - 1.
Jersey - 1.
Jr. Engineering - 1.

Key No. - 1.
Kind of tests - 1.

Last grade attended - 1.
Last semester record - 1.
Length of Lab - 1.
Locker number - 4.
Lying - 1.
Laboratory per week - 1.
Late meal - 2.
Lordosis - 1.
Lateral arch - 1.
Living with parent - 1.
Laboratory - 1.

Height in inches - 1.
History - 10.
Hourly period - 1.
Home room - 21.
Honors - 2.
Home room teacher's
signature - 5.
Helmet - 1.
History U. S. - 2.
H. S. press - 1.
Home room cuts - 1.
Home E. C. - 1.
Home address - 12.
History modern - 1.
Hour room - 1.

Inclined to mischief - 1.
Indolent - 1.
Initiative - 1.
Interest - 2.
Intend to complete high
school - 2.
Instruction - 4.
Initials - 1.
I live with: - 1.
Information - 3.
Instruction to truant
officer - 1.
Instruction to teacher - 7.
Instruction to reporter - 1.

Junior number rank - 1.
Jr. business training - 1.
Journalism - 1.

Key returned - 1.
Knee pads - 1.

Last school attended - 7.
Latin - 9.
Length of rec - 3.
Loitering in halls - 1.
Live with whom - 1.
Literature - 2.
Latin club - 1.
Longitudinal arch - 1.
Lives with relation - 1.
Left at what time - 1.

APPENDIX A - CONTINUED

Manner - 1.	Make up work - 1.
Manual training - 15.	Mathematics - 11.
Major club - 1.	Minor club - 1.
Mental diagnosis - 1.	Majors - 2.
Means of transportation: - 1.	Merits - 1.
bicycle - 1.	Minor - 2.
car - 1.	Minutes tardy - 3.
Mid-term grade - 1.	Minutes - 1.
Month of graduation - 1.	Monthly standing - 3.
Mother's name - 1.	Month - 3.
Mother's residence - 1.	Music - 13.
M. A. - 1.	Math. club - 1.
Methods and Management - 1.	Mechanical drawing - 1.
Membership in social org. - 1.	Membership in school org. - 3.
Minute - 2.	Minutes in recitation - 1.
Monday - 2.	Months - 5.
Machine shop - 1.	Motto - 1.
Marks by six weeks period - 1.	
Name - 54.	Name of school - 73.
Name of student - 15.	Nationality of father - 1.
Nationality of mother - 1.	Nationality - 4.
Nature of act - 1.	Number - 2.
Number in class - 2.	Number of brothers between
Number blocks from school - 1.	5-21 yrs. - 1.
Number of children in	Number of credits - 1.
family - 1.	Number of conditional - 1.
Number of days absent - 2.	Number of whole days absent - 1.
Number dropped - 1.	Number dropped passing No. - 1.
Number of sisters - 1.	Number passed - 2.
Number of pupils enrolled - 2.	Number dropped failing - 1.
Number of seats in room - 2.	Number of times - 2.
Number tension people - 1.	Number condition - 1.
Number of minutes out - 1.	Number of pupils - 6.
Name of pupil - 231.	Name of principal - 1.
Name of teacher - 18.	Name of parent or guardian - 4.
Number of times absent - 5.	Nationality of parents - 5.
Nationality of pupil - 1.	Number enrolled - 1.
Number of violin lessons - 1.	Number of voice lessons - 1.
Number of piano lessons - 1.	Number of weeks - 7.
Normal weight - 1.	Notations - 1.
No. of Inc.	Nurse's signature - 2.
Nurse health officer - 1.	Number of grades above C - 1.
Number of grades below C - 1.	Name of city - 1.
Name of parent - 21.	New enrollment for 6 weeks - 3.
Neither absent or tardy - 1.	Non-residence - 1.
No. belonging - 2.	Number of sisters 5-21 - 1.
Number of credits accumulated	No. change without office
- 1.	approval - 1.
Number card - 1.	Number distribution of grades
No. present - 1.	- 3.

APPENDIX A - CONTINUED

Number not absent - 1.	Number of times tardy - 5.
Number of tuition people - 1.	No. transferred - 2.
No. of weeks per subject - 4.	No. of minutes practice - 1.
Notice to parents on music - 0.	Number not excused - 1.
No reason - 2.	Number of pupil marks - 14.
Nurse - 2.	Nurse's opinion - 1.
Normal training - 1.	Number of failures - 2.
Number belonging - 1.	Number failed - 2.
Number of credits per subject - 3.	Number of lessons - 1.
Observation - 1.	Off roll - 2.
Off roll half days - 3.	Office telephone number - 1.
Official notice - 3.	On roll - 1.
On roll half days - 3.	Other acts - 1.
Original entry for 6 weeks - 1.	Outbursts of temper - 1.
Outside employ - 2.	Outside work, when - 1.
Open hour - 1.	Outside work hours - 1.
Occupation of guardian - 2.	Occupation - 1.
Obedience - 1.	Orchestra - 9.
Operetta - 1.	Oration - 1.
Out of town - 3.	Oral English - 1.
Original enrollment, boys - 1.	Original enrollment, girls - 1.
Other school activities - 1.	Outside work - 2.
Outside activities or employment - 1.	Overslept - 2.
Occupation of parents - 6.	Original entry - 1.
Parent's approval of electives - 3.	Parent's birthplace - 1.
Parents or guardian - 23.	Parent's conference - 1.
Parents living - 1.	Parent's interview - 1.
Parent's signature - 36.	Parent's occupation - 13.
Periods - 11.	Pedagogical age determined by teacher's judgment - 1.
Parents know - 6.	Person's name - 9.
Period absent - 11.	Per cent dropped - 1.
Per cent failed - 1.	Per cent Inc. - 1.
Per cent each mark - 5.	Period hours - 2.
Periods present - 1.	Penmanship contest - 1.
Per cent absent - 1.	Per cent distribution of grades - 5.
Period tardy - 10.	Personal traits - 1.
Persistent disorderly conduct - 1.	Physical diagnosis - 1.
Physical education - 13.	Parent's name - 2.
Parent's telephone - 1.	Parent's address - 5.
Parent--father - 1.	Parent--mother - 1.
Parent - 11.	Per cent attendance per room - 1.
Per cent of punctuality per room - 1.	Per cent of attendance - 1.
Period 6 wks. - 1.	Permission to drop - 1.

APPENDIX A - CONTINUED

Physiology - 5.
 Physics - 1.
 Physician's report - 1.
 Point system - 1.
 Present belonging - 1.
 President of school club - 1.
 Present enrollment - 2.
 Previous record of merit points - 2.
 Produced how - 1.
 Pupils belonging to other schools - 1.
 Pupil's credentials - 1.
 Pupil's signature - 1.
 Present program - 1.
 Pupil interview by principal-reaction - 1.
 Place where work was completed - 1.
 Period weekly - 3.
 Physician's signature - 2.
 Place of birth - 11.
 Posterior posture. Crooked shoulder or wing scapules - 1.
 Present enrollment of last 6 weeks for the girls - 1.
 Profanity - 1.
 Promoted - 2.
 Proof correction report - 1.
 Points - 2.
 Pupil's reinstatement - 1.
 Purpose for leaving - 3.
 Percentage - 1.
 Period 9 wks. - 1.
 Poorly prepared - 1.
 Present six weeks enrollment, girls - 1.
 Per cent passed - 1.
 Previously reported - 2.
 Principal's signature - 41.
 Punctuality - 1.
 Parent's notification - 4.
 Parent's reply - 1.
 Pupil's report to room number - 2.
 Quartette - 1.
 Period 6 weeks grade - 1.
 Program next semester - 1.
 Piano - 1.
 Practice minutes - 1.
 Present courses - 1.
 Program of extra curricular subjects - 2.
 Present record of merit points - 2.
 Printing - 5.
 Pupil's signature for receipt - 1.
 Pupil's score of tests - 1.
 Purpose - 3.
 Pupil interview by teachers-reaction - 1.
 Principal's remarks - 1.
 Place - 1.
 Publication - 1.
 Phone. City or home - 20.
 Penmanship - 14.
 Posture - 1.
 Postoffice - 1.
 Present enrollment of last 6 weeks for the boys - 1.
 Preparation - 3.
 Present belongings - 1.
 Prospective trade - 1.
 Promoted to - 2.
 Principal's name - 3.
 P. M. - 18.
 Pupil's statement - 1.
 Period observed or taught - 1.
 Period - 22.
 Phone number of student - 1.
 Present six weeks enrollment, boys - 1.
 Principal - 11.
 Previous enrollment - 3.
 Pupils belonging to other school - 1.
 Pants - 1.
 Partial exemption for physical education - 1.
 Principal's office - 1.
 Public speaking - 1.
 Quarter--1st, 2nd, 3rd - 1.

APPENDIX A - CONTINUED

Quarters - 2.

Race - 4.
 Reasons for absence or tardy - 5.
 Reasons for extra course - 1.
 Reenter school - 1.
 Rank - 4.
 Record of transfer - 1.
 Remainder belongings - 1.
 Restless - 1.
 Remarks and notes - 3.
 Reading A. A. - 1. A. C. - 1.
 Reason for failure - 2.
 Reason for dropping - 1.
 Relaxed abdomen - 1.
 Re-entry - 2.
 Reported by - 2.
 Reports for truancy - 2.
 Reinstatement - 1.
 Return to office - 7.
 Residence of pupil - 1.
 Residence city - 1.
 Return - 2.
 Room time - 1.
 Room number - 49.
 Requirements - 1.
 Rules for absences - 1.
 Residence of parents - 1.
 Reply - 2.
 Rep. - 1.
 Reporting room - 1.
 Reported to room - 1.
 R. R. - 1.
 Remarks to parents - 1.
 Required work - 1.
 Report 18 weeks semester - 2.
 Remarks by reporters - 2.
 Reporting teacher's signature - 3.

Same as A. M. - 3.
 School - 17.
 School citizenship - 5.
 School issued - 1.
 Scholarship record - 1.
 Semester average - 1.
 Sent to - 2.
 Section - 1.
 Senior year - 1.

Reading - 1.
 Reasons - 37.
 Reason for change - 1.
 Recitation - 2.
 Record - 2.
 Remarks - 28.
 Received by transferred - 1.
 Remarks by teacher - 1.
 Return of office notice - 1.
 Reasons for leaving school - 2.
 Received from - 1.
 Report for work in subject - 1.
 Recommendation - 1.
 Respect, yours - 1.
 Recitation per week - 6.
 Religion - 3.
 Resident of school district - 2.
 Residence home - 1.
 Record of tests - 1.
 kind
 name
 date
 class
 standard
 class median
 pupil's score
 Rooms - 1.
 Required subjects - 3.
 Return to - 1.
 Remarks of principal - 1.
 Reasons for choosing electives - 1.
 Retention period - 1.

 Satisfactory school - 3.
 Student activity - 1.
 School district - 3.
 School spirit - 1.
 School address - 1.
 Semester final and standing - 1.
 Senior number rank - 1.
 Sex - 16.

APPENDIX A - CONTINUED

Sex and color - 5.
 Signature of teachers leaving - 1.
 Show improvement - 2.
 Should weigh - 1.
 Self-control - 1.
 Source - 2.
 State of - 1.
 Student teacher - 1.
 Student not returned - 1.
 Sagging chest - 1.
 Sanitary hose - 1.
 Science--General - 1.
 Science--Domestic-- 1.
 Signature of home room teacher - 1.
 School to attend - 1.
 Second term classes - 1.
 School months listed - 3.
 School work, amount assigned - 1.
 School attended - 4.
 Semester - 3.
 Semester 18 weeks - 1.
 Semester ending and date - 2.
 Semester credits - 2.
 Shorthand - 1.
 Student's copy - 3.
 Sickness - 3.
 Signature of pupil for receipt - 1.
 Signature of Supt. - 2.
 Shoulder pads - 1.
 Solid geometry - 1.
 Society - 1.
 Six weeks period grades - 5.
 Spine - 1.
 single curve - 1.
 double curve - 1.
 lordosis - 1.
 Spelling - 10.
 Subjects this term, next term - 8.
 Subject form - 4.
 Superintendent's signature - 5.
 Semester - 4.
 Second choice - 1.
 Short - 1.
 Slept too late - 2.
 Special interest out of school - 1.
 State change wish to make - 1.
 Street address - 1.
 Spanish - 2.
 Science - 3.
 Signature of teacher receiving - 1.
 Semester beginning and ending - 1.
 Source of entrance - 2.
 State of graduation - 1.
 Student's signature - 7.
 School graduated - 1.
 Signature - 5.
 Saturday - 1.
 Student council - 1.
 Seating capacity - 1.
 School last attended - 1.
 Signature of pupil - 2.
 Semester card - 10.
 Semester tardies - 19.
 Signature of teacher - 3.
 Signature of principal - 1.
 Signature of parent - 1.
 Sagging head - 1.
 Semester grade - 1.
 Sewing - 2.
 School activities interest in - 1.
 Single curve (spine) - 1.
 Sickness in family - 1.
 Six weeks ending - 3.
 Six weeks beginning - 1.
 Shoes - 1.
 Stealing - 1.
 Standing of student - 2.
 Sport - 1.
 Six weeks card - 2.
 Student activity - 2.
 Success in activity - 1.
 Suggestion - 1.
 Subjects of next term - 15.
 Superintendent file number - 1.
 Subject - 69.
 Subject two - 4.
 Supervision of playground - 1.
 Supplementary sheet - 1.
 Student - 1.
 Slow clock - 2.
 Student's card - 1.
 Standard of intelligence test - 1.
 State periods or dates - 1.
 Social studies - 3.

APPENDIX A - CONTINUED

Senior high school entered
and date - 1.
Study - 1.
Superintendent - 10.
Subject space - 7.
Subjects listed - 15.
Subject dropped - 1.
Subject blank - 4.
Sweater shirt - 1.
School last attended - 1.
Signature of parents - 5.

Tardy to class number of
times tardy - 12.
Teacher blank - 2.
Teacher's file No. - 1.
Teacher - 30.
Teacher's statement - 1.
Teeth--good, fair, bad - 1.
Text books used - 1.
Time - 4.
Time absent - 2.
Time leaving - 5.
Time returned - 5.
Time tardy - 1.
Total - 2.
Total credit semester - 2.
Township - 1.
Total grade - 1.
Teacher been tardy - 1.
Tardy from class - 3.
Teaching below average - 1.
Teacher's comment - 1.
Term average - 1.
Term grade - 17.
Theoretical distribution of
marks - 4.
Title - 14.
Truants - 1.
Truancy officer - 1.
Telephone - 9.
To principal - 2.
Total transfer - 2.
Total enrollment - 3.
Total record merit points - 2.
To room - 2.
Take more subjects to
graduate - 1.
To parents - 1.
Traits of pupil - 1.

Social science - 1.
Sociology - 1.
Shop work - 1.
Subjects needed to graduate
- 1.
Subjects printed - 1.
Sunday school attended - 1.
Sub. per semester - 3.
Supplementary book and
classics - 1.
Tardies - 4.
Teachers absent - 1.
Teacher distribution of
marks - 4.
Teacher's name - 18.
Teachers tardy - 1.
Term - 1.
Things to be required - 1.
Time issued - 1.
Time arrived - 4.
Time previously reported - 2.
Times tardy - 7.
Title of book - 4.
Total credit - 7.
Total days attendance - 5.
Total point - 1.
To enter class - 2.
% tardy - 1.
Teaching above average - 1.
Test - 1.
Teacher's signature - 66.
Tennis - 1.
Thrift - 1.
Thursday - 1.
Time reporting for work and
arrival - 1.
Truants report to office - 2.
Truant - 3.
Telephone home - 1.
Total number of pupils - 2.
Total credit carried
forward - 1.
Teacher's class list - 1.
Telephone city - 1.
Total attendance - 2.
To leave class - 1.
To room - 3.
Transferred - 1.

APPENDIX A - CONTINUED

Transferred last six weeks - 1. Truancy - 5.
 Truant officer's signature - 2. Truancy report - 1.
 Truant's signature - 1. Tuition due - 1.
 Trust worthiness - 1. Tuition pupil - 1.
 Tuition - 1. To open locker No. - 1.
 To teacher - 2. Track - 1.
 Train on track - 3. Transportation - 3.
 Trades information - 1. Trigonometry - 1.
 Tuesday - 1. Typewriting contest - 1.
 Typewriting - 6. Tardiness - 9.
 Things to be repaired - 1.

Unexcused absences - 6.
 Unexcused tardies - 1.
 U. S. history - 2.
 Units credit - 1.
 Unsatisfactory - 1.
 Unit credit per subject - 1.

Value of grade - 1.
 Visitors - 1.
 Visits by principal - 1.
 Visits of supervisors of pen-
 manship and drawing - 1.
 Vocation - 1.
 Vandalism - 1.
 Vaccination - 3.
 Very truly yours - 1.
 Voice solo - 1.
 Visits by supervisors of
 health - 1.

Waste time - 1.
 Weight in pounds - 1.
 Weeks teaching - 1.
 What day - 3.
 When did you enter first
 grade - 3.
 Withdrawal from school - 1.
 Withdrawn - 1.
 Weather - 4.
 Walk - 1.
 W. or C. - 1.
 Week beginning and ending - 1.
 When entered - 1.
 Work unsatisfactory - 2.
 Work amount assigned - 1.
 Wrote parent:
 date and reaction - 1.

Unexcused tardiness - 4.
 Unnecessary tardiness - 1.
 Unsatisfactory work - 2.
 Unexcused - 19.
 Unit credits for year - 1.

Value of one tardy - 1.
 Visits by superintendent - 1.
 Visits of supervised help - 1.
 Vocational and fine arts - 1.
 Visit of principal - 1.
 Virgil - 1.
 Vaccinated - 1.
 Vacation - 1.
 Violin - 1.
 Visits by supervisors of
 music - 1.
 Visits of supervisor of
 playground - 1.

Weight of pupil - 1.
 Weeks in attendance - 1.
 What date - 4.
 What period - 1.
 Work carelessly done - 1.
 Where issued diploma - 3.
 Work shows falling off - 1.
 World history - 1.
 Weight - 2.
 Wednesday - 2.
 Week - 1.
 Weeks in class - 1.
 Why - 2.
 Work - 4.
 Work attempted - 1.
 Where from, city - 1.

APPENDIX A - CONTINUED

Year - 31.	Year of subject taken - 1.
Year beginning - 3.	Year ending - 5.
Yearly grade - 2.	Yearly credits - 1.
Year of I. Q. - 2.	Year of school life - 2.
Year, month and day of pupil's birth - 2.	Yearly card - 10.
Zoology - 1.	

In listing the separate items found above, each item was listed just as it appeared on the record forms. Since the purpose of this list is to show, exactly, the items as found, there was no attempt to classify different phrases, definitions, etc., which could mean the same thing, under one general head., e. g., the terms tardy, tardies, and tardiness, were listed as separate items because they appeared in different forms among the forms examined.

APPENDIX B
KANSAS STATE TEACHERS COLLEGE
W. A. BRANDENBURG, PRESIDENT
PITTSBURG, KANSAS

March 29, 1927

October 19, 1927

Principal _____

_____, Kansas

My dear _____:

I am making a study of the record and report forms used by several junior high schools, in Kansas. I desire your cooperation by your sending me a sample of each kind of form which you use in your student accounting, such as permanent record, excuse blank, extra activity card, etc.

I would appreciate an early reply and enclose postage to cover mailing expense of the same.

Thanking you in advance for your cooperation, I remain

Very sincerely yours,

Principal Junior High School
(College)

KANSAS STATE TEACHERS COLLEGE

W. A. BRANDENBURG, PRESIDENT

PITTSBURG, KANSAS

November 1, 1927

Principal _____

_____ Junior High School

_____, Kansas

My dear _____:

I wish to thank you for the office forms which you sent to me a few days ago. Will you let me know whether your school is organized under the 6-3-3 plan or not?

Sincerely,

Principal College
Junior High School

KANSAS STATE TEACHERS COLLEGE

W. A. BRANDENBURG, PRESIDENT

PITTSBURG, KANSAS

Date _____

Principal _____

_____ Junior High School

_____, Kansas

My dear Mr. _____:

As you perhaps remember, I am making a study of junior high school record and report forms. I am including your school in this study. In checking over the work, I do not seem to find the following cards from your school:

Information Card

Promotion Card

Enrollment Card

Will you kindly send these to me?

Thanking you for your cooperation in the past,
I remain

Yours very truly,

Supervising Principal
Junior Training High School

Check Sheet I.

Number of Form 36.										Title: Tardy Permit.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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	Numbers of the cities.			Title.			Produced how.			Form.			Weight.			Number of sides.			Entry headings.			Period.			Number of copies.			Color.			Name of school.			Excused.			Unexcused.			Reason.			Number of times.			Signature of pupil.			Date.			Principal's signature.			Year.			Name.			Hour.			Minute.			Period.			Signature of adviser.			Recorded.			Teacher's signature.			A. M.			P. M.			Returned to office.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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✓-Yes. Lo-Locally. Sl-Slip. 1-One. Pr-Printed. D-Daily. Hr-Hourly.
Du-Duplicate. W-White. Bl-Blue. Pink-Pink.

One of the Check Sheets on Which Were Entered the Description and Data Carried by the 338 Blanks Secured from the Twenty-Five Kansas Junior High Schools, 1927.

APPENDIX B - CONTINUED

APPENDIX B - CONTINUED

MASTER CHECK SHEET - CONTINUED

Teacher to Office.

a.

Principal's Report.

b.

		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	
Six weeks summary of complete attendance.	19.									✓	✓													✓			3
Daily summary of complete attendance.	20.										✓																1
Report of individual cases.	21.				✓					✓	✓									✓							x
Hourly report of special permits.	22.		✓										✓											✓	✓		x
Principal's daily summary of absence and tardies.	23.																				✓						1
Principal's quarterly summary of absence and tardies of individuals.	24.																										1
Principal's six weeks summary of attendance.	25.		✓																								1
Principal's daily report to parents of daily absence or tardiness.	26.				✓			✓										✓	✓						✓		6
Principal's transfer of absence and tardies of individuals to office card.	27.	✓			✓	✓				✓	✓	✓		✓					✓			✓		✓			1/2
Principal's monthly summary of total enrollment.	28.																					✓					1
Principal's truancy reports on behavior difficulties.	29.											3/✓	✓									✓	✓				7
Principal's office card of unexcused absence or tardy.	30.												✓														1
Absence.	31.					✓		✓	✓															✓			x
Absence health.	32.																						✓				1
Absence and tardiness.	33.	✓	✓			✓	✓							✓	✓	✓	✓	✓		✓			✓				11
Tardiness.	34.										✓		✓							✓		✓	✓	✓	✓		9
To class.	35.	✓		✓	✓		✓	✓		✓	✓									✓		✓		✓	✓		8
Excused absence or tardy.	36.		✓					✓	✓	✓	✓	✓							✓		✓			✓	✓		11

APPENDIX B - CONTINUED

MASTER CHECK SHEET - CONTINUED

		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.		
IV. Health.	Six weeks grade card to parents.	58.	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	1	
	Nine weeks grade card to office.	59.	✓				✓		✓										✓								5	
	Club or activity.	60.	✓	✓						✓														✓			2	
	Eligibility.	61.						✓																			1	
	Outside reading reports.	62.	✓	✓																							2	
	Annual scholarship record card.	63.			✓																						1	
	Teacher's six weeks report slip to faculty adviser of individual pupil.	64.													✓												1	
	Principal's report to parents of credit shortage for senior high school.	65.									✓																1	
	Health.	66.						✓			✓											✓	✓				5	
	Excused by physician for disability, from physical education.	67.											✓														1	
V. Auxiliary.	Physical education examination.	68.											✓														1	
	Athletic equipment checked to student.	69.									✓																1	
	Call slip of student.	70.	✓																								1	
	Detention, conference and assignment.	71.							✓	✓	✓	✓															6	
	Out of town events registration.	72.																	✓								1	
	Outside daily practice.	73.																			✓						1	
	Supplies and repairs.	74.									✓																1	
	Locker.	75.			✓																						1	
	Home room.	76.	✓	✓																		✓					4	
	Graph of teacher's marks.	77.				✓	✓				✓											✓			✓		5	
Home room grade card.	78.				✓					✓																2		
Total			17	9	14	13	14	11	13	14	15	29	22	21	10	7	9	8	12	13	10	11	19	10	15	10	12	338

APPENDIX C
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